

School Activities

The National Extra-Curricular Magazine

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, 1935

As the Editor Sees It--

Every extra-curricular activity is designed to achieve particular aims or objectives. Need these be kept secret? Having the members help to set up in definite form these educational goals should be profitable for all concerned.

Recently we drove past a large, well equipped school playground surrounded by a high steel fence upon which were hung several signs, "NO TRESPASSING AFTER SCHOOL HOURS." What a narrow and crippling conception of education is implied! And what an opportunity for an appropriate parental education!

In another city we visited a school that has named itself "The Friendly School," and judging by the attitudes of the principal, teachers, and pupils that we saw during our visit, it is successfully living up to its name. In such a school the well known

Its door's worn sill betraying

The feet, that creeping slow to school
Went storming out to playing
is about as appropriate as earmuffs with a straw hat.

Before me there lies a page from a state journal upon which are the photographs of 33 boys and girls who have perfect attendance records of from 9 to 12 years, 24 of these records being for 12 years. Such records are probably thrilling to those concerned, but what do they prove? Is the main, or even an important, objective of education the development of perfect or near-perfect attendance records? All of which reminds us of a true story. On Sunday he received a prize for having completed a twelve-year perfect attendance Sunday School record. On Thursday he stole ten pounds of weiners. When will educators learn to emphasize the really important, rather than the insignificant, goals of education?

The editor of the local newspaper, because of his contacts, prestige, and channels of publicity, is an individual

whom the successful educator must cultivate and, if necessary, educate. If we want to de-emphasize athletics, to make a drive for better movies or less asinine radio programs, or to support some worthy educational exhibit or proposed innovation, curricular or extra-curricular, the key man is not the president of the board, the superintendent, the principal, or the teacher. The key man is the newspaper editor.

"For the first time in its seventy years of existence ____ University this year will permit dancing." So runs a current newspaper account. Is it reasonable to suppose that during these seventy years the young folks of this particular college did not dance? Hardly. We state again that it is not a question of whether the young people of today will or will not dance. They will dance. It is a question of whether they will dance under good auspices and in wholesome surroundings or at road houses, saloons (pardon us, "taverns"), or at other equally disreputable places. Is the school interested? Should the school be interested?

The cancer in public schools—"Contestitis"—is steadily developing. Essay and similar competitions (usually promoted by commercial or "educational" interests that recognize that one of the best channels of propaganda is the school contest) and "instructional" contests in both curricular subjects and extra-curricular activities, have developed to a point where the "success" of many schools (and school officials and teachers) is measured by the number of ribbons, medals, cups, trips, championships, and other gee-gaws won. Eating a few oranges might be both beneficial and healthful; eating many of them would be neither. Promoting a few intra-scholastic and inter-scholastic contests might be beneficial and educationally profitable; promoting many of them is neither.

An Interesting Correlation

Ivan R. Mechtly

CLUBS, PLAYS, athletic sports, school publications, and other group activities are making their demands upon the student's time in school. Out of school hours further demands are made by the church, athletic organizations, Boy Scouts, Girl Scouts, and numerous other organizations. The administration first discouraged, then tolerated, and later embraced these activities.

The teacher in this situation found himself wondering whether certain activities were of much, or of any, value. Was activity A of more value than activity B? Should activity C supplement or replace traditional subject X? This problem of relative values led the teacher to an analysis of objectives of secondary education.

If these objectives were clarified and aims defined, a program could be adopted to accomplish the desired ends. This would lead to a testing program devised to measure the contributions of the various activities.

The writer's aim in this study is to determine how the student participation in extra-curricular activities correlates with their improvement in the traditional fields of knowledge as measured by achievement tests, the factor of general intelligence being held constant.

Previous Studies of Extra-Curricular Activities as Related to Achievement and General Intelligence

Values Claimed for Extra-curricular Activities

Many general claims are made relative to the value of extra-curricular activities. Brill (1), in a study of extra-curricular activities in Washington High School, East Chicago, Indiana, as compared with the theory of authoritative educators, stated some general aims and objectives. The realization of the aims and objectives through social activities was found to be conducive to the welfare of the school and to the promotion of student welfare.

Jordan (2), in a survey of extra-curricular activities from elementary school through senior high school, comes to the conclusion that these activities should be regarded as an integral part of the school curriculum, subject to right educational guidance, and should

be made a part of the social, civic, and individualistic training of every child.

Intelligence and Activities

Hayes (3), in a study of 350 students shows that intelligence and participation are directly related. In the major number of cases, higher intelligence is associated with greater amounts of participation, and lower intelligence with small amounts of participation. Girls take more part in activities than boys. McDaniel (4) concludes that the activities of present extra-curricular organizations are less well adapted to those with low intelligence, and more intelligent students receive more benefit from participation. He recommends that school officials should attempt to approximate "every pupil participation" in extra-curricular activities.

Hall (5) finds that boy non-athletes rank considerably higher in intelligence than athletes. Girl non-athletes rank lower. Cooper (6), in studying a college group, finds that the correlation between intelligence test scores and achievement test scores of the athletes is higher than that of the non-athletes. This would indicate that the athlete more nearly reaches the level of achievement that harmonizes with his ability. In another college group, Griffith (7) found too small a difference between the intelligence of athletes and non-athletes to be reliable.

Achievement and Activities

Baird (8), in a study of 2000 students, found that employment outside of school hours under normal and average conditions does not affect school grades. Extremely long hours or exceptionally heavy work will, however, act to lower grades. Hill (9) found that when participation is not overdone there is no evil effect upon scholarship. Monroe (10) from data from several high schools, indicates that participation did not adversely affect the scholastic standing of the pupils studied. The results indicated that the activities were beneficial rather than detrimental. Morley (11) studied the four subject eligibility rules on athletics and found that high scholarship and athletic records are not inconsistent.

Measuring Improvement and Intelligence

The studies reviewed by the writer used teachers' grades as a measure of achievement. In this study the measure is improvement during a year as judged by the Sones-Harry *High School Achievement Tests*. The first test, Form B, was given in September at the beginning of the term; and the second, Form A, at the end of the school term. The first score was subtracted from the second, and this difference was used as a measure of improvement during the second year. The Sones-Harry tests apply in broad fields of knowledge rather than in traditional subject fields. Since the writer's problem is that of detecting improvement irrespective of where or how the student makes this improvement, this test adapts itself to this study. The intelligence test used was the *Otis Group Intelligence Scale, Advanced Examination, Form A*.

The Method of Determining Time Spent On Extra-Curricular Activities

A questionnaire was submitted to all the students of the Red Lion (Pa.) High School to determine how many minutes per week they averaged on the various activities. This questionnaire was given at the end of the first semester and the student was asked to estimate the time he actually **did** spend per week on each activity for the first semester. The questionnaire was broken up into two main units. The first included activities under school supervision and the second under other or no supervision. The activities under school supervision were grouped into the seven main headings which include the major activities of the high school. The activities listed under these headings were suggestive only and were included to facilitate the estimation of time spent and to guard against omissions. The second unit was organized similarly. The student was asked to calculate the time on a weekly average basis so as to have comparable time units. The time given for the questionnaire and the instruction detailed, with sample cases calculated to familiarize the student with the method of obtaining a weekly average. The questionnaires were all administered at the same time under the supervision of the home room teacher. The teachers had previously familiarized themselves with the questionnaire.

At the end of the second semester the same questionnaire was given again. This time the students were asked to estimate the time they spent on the various activities for the second semester. The total time spent on

the various groups was averaged for the two semesters. The two questionnaires obtained from each pupil were compared and cases of extremes or inconsistencies were sorted out. In these cases the student was interviewed personally. He corrected his mistakes and explained cases of marked increase or decrease in time spent. In cases where the student did not seem sure and his estimates varied too much from that recorded, the questionnaires were ruled out of the study. The following is a copy of this questionnaire:

Questionnaire

Last Name	First	Grade
Distance from home to school		
(Substituted 2nd Sem.: Do you have radio at home?)		

The purpose of this questionnaire is to determine how many minutes of your time is spent *per week* on activities other than regular class work and study for the first semester. Make the estimate on a weekly basis. Suppose you spend six hours per week for six weeks in preparation for a play. Since there are 18 weeks in a semester, that means your average is 2 hours or 120 minutes per week. Treat all other items in a similar way. This report is confidential and will in no way affect your high school standing.

I. Activities under school supervision

A. Clubs (Music not included, see below)	(Min.)
1.	()
2.	()
3.	()
B. Public Speaking	
1. Plays	()
2. Home Room Activities	()
3. Assembly Programs	()
4. Other school appearances	()
C. School Publications	()
D. Athletics	
1. Football	()
2. Basketball	()
3. Track	()
4. Baseball	()
5. Tennis	()
6. Other school athletics	()
E. Music	
1. Glee Club	()
2. Orchestra and Band	()
3. Solo Appearances	()
F. Salesmanship (Tickets, subscriptions, etc.)	()
G. Assisting in Library, Laboratory, etc.	()

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II. Activities not under school supervision

A. Religious	(Min.)
1. Church	()
2. Sunday school (include class meetings)	()
3. Young People's Societies	()
4. Participation in special programs.	()
B. Social	
1. Clubs and organizations (not school)	()
2. Parties	()
3. Movies	()
5. Other amusements	()
C. Home	
1. Chores	()
2. Hobby	()
3. Reading: books, magazines, newspapers, etc.	()
D. Music	
1. Private Lessons	()
2. Public performances	()
E. Working for pay	()

Methods of Correlating

The writer had the intelligence record, two test results, and an estimate of the average weekly time spent on various activities for 213 senior high school students.

The improvement, as measured by subtracting the score at the beginning of the year, was correlated with each group of activities. The index of brightness was correlated with the time spent on the same groups of activities. The index of brightness was correlated with improvement, the correlation being .295. The Pearson Product-Moment method of computing co-efficient of correlation was used in each case.

Using a formula for partial correlation, co-efficients of correlation were obtained between improvement and time spent on extra-curricular activities with intelligence held constant.

Correlation Between Improvement and Time Spent on Activities with Index of Brightness Held Constant**Factors Correlated**

Improvement and:	r 12.3	P. E.
Clubs	-.0009	.046
Public Speaking	-.06	.047
School Publ.	-.085	.046
Athletics	-.042	.046
Music	-.009	.046
Salesmanship	-.0046	.046
Ass't in Lab	-.054	.046
Total Sch. Act.	-.096	.046

Factors Correlated

Improvement and:	r 12.3	P. E.
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Religious Act.	- .106	.046
Social Act.	-.003	.046
Home activities	- .139	.045
Total outside activities	- .096	.046

FINDINGS

The most noteworthy thing about the partial correlations between improvement and time spent on school activities that they are all negative. The correlations otherwise are very low, indicating that there is a slight negative relationship between the two factors. The co-efficient of correlation between participation in religious activity and improvement is -|.106, while improvement correlates with home activity with a co-efficient of -|.139. This would indicate that home and church activity may be associated with improvement. The correlation between index of brightness and improvement is -|.295. One would naturally expect the brighter students to make the most improvement.

Conclusions

Participation in extra-curricular activities did not greatly help or hinder the students in the Red Lion High School for the period studied. All the in-school activities correlate negatively with improvement, but the co-efficients are not significant. But the measures of achievement are not all-inclusive. They do not include such values as self confidence, resourcefulness, social adeptness, and training for team work. These require different tests and techniques from those used in this study. Home and religious activity seem to go with improvement.

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(Continued on Page 18)

Need a Student Council Worry Over Power?

Lillian Shuster

A STUDENT council that has ceased to worry over the desire for "more power" is the student council in Ponca City, Oklahoma. This organization has found so many avenues through which to render service and so many interests that the question, "Just what power do we have?" has apparently been forgotten.

Within the last three years, eight projects have been discussed and planned. They are now undertaken annually by the student council in the senior high school. In addition to these eight specific projects, the regular committee work is done by ten standing committees. The eight projects which the council considers its major accomplishments are as follows:

I. Senior High Book Week: Six hundred twenty-five volumes and ninety pamphlets, valued at \$500, were added to the school library during book week last year. Fiction, biography, history, and science were included in the books accepted. This project is sponsored by the student council but involves no expense to the council, except for the purchase of one thousand book plates to be placed in books. Each plate gives the name of the donor, the date, and the home room from which the book comes. Points toward the School Spirit Contest are awarded according to appropriateness, value, and the condition of the book. A committee from the council, assisted by the school librarian, appraises the books. This project involves only one week of council and student body activity (aside from the time for planning), but the benefits derived from enlarging the library are lasting and numerous.

II. Student Council Book Exchange: The council opened a second hand book exchange last year where pencils, pens, fountain pens, notebooks, notebook paper, special workbooks, and similar student needs may be purchased. The average stock is worth from \$50 to \$60. All supplies except second hand books are purchased through local merchants who share in the profits and give generous discounts to the council. A profit of \$90 was made during last year. The profit of this year is averaging about \$12 a month. Thus the book store provides the finances necessary for certain of the council's projects and

activities and provides many opportunities for students to gain valuable experience. One council representative is the manager, and others have complete charge of the store at definite periods during the day. Each makes a written report of sales and cash on hand as the next student takes charge. The store also serves as the student council office and a lost and found department.

III. Student Activity Ticket Sales: The student council sponsors the drive for the sale of student activity tickets which begins the second week of school. The tickets, which sell for \$3.00, include seven football games, ten basketball games, five wrestling matches, four dramatic programs, and two musical productions. Students may pay the whole amount and receive the season ticket, or they may pay twenty-five cents weekly and receive tickets to individual events until three dollars is paid. The council awards home rooms 15 points in the School Spirit Contest for each ticket paid in full, and one point for each twenty-five cent payment made during the three weeks of the ticket sales' contest. The home room winning the student ticket contest this year accumulated 1019 points.

IV. School Tournaments: The student council sponsored the annual wrestling tournament, which was held in Ponca City, February 23 and 24 of last year. Council members arranged for rooms where visiting wrestlers were guests. An information bureau was conducted, records were kept of each event, and matches were announced by council members. Similarly, the council promotes and co-operates with all tournaments and conventions sponsored by the school.

V. Exchange Programs: A special night program, known as the League of Nations Assembly, was arranged last year by the student council to promote a friendly feeling between Ponca City and neighboring schools. Letters were written to ten schools inviting them to send student representatives to a Model League of Nations Assembly to be held in Ponca City on April 13. Six schools, Tonkawa, Newkirk, Medford, Pawhuska, Kaw City (all in Oklahoma), and Arkansas City, Kansas, sent delegates. This group, assisted by students from Ponca City, presented a model assembly of the fourteenth session of

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the League of Nations. The speeches given by the delegates were extracts from speeches delivered at the regular meeting of the League of Nations Assembly in Geneva, Switzerland, in September, 1933, and the whole procedure conformed to that used at the Geneva Assembly.

Each year letters are also written to neighboring schools suggesting an exchange of assembly programs. As a result of this suggestion, programs were exchanged last year with Tonkawa and Blackwell.

Experiences like these, the council believes, will improve inter-school relationships, give further opportunity to develop leadership, and bring about increased interest in assembly.

VI. High School Radio Hour: Every Thursday night from 7:00 to 7:30 a radio program is broadcast over the local station, WBBZ, by some special high school group, under the auspices of the student council. A detailed record of these programs is kept by a council committee.

VII. Welcome to Mid-Semester Sophomores: In order to bring about a closer relationship between the senior and the junior high schools, the council sponsors a "Junior High Day" program. Early in the last week of the first semester, all mid-semester sophomores are invited to the senior high school for the afternoon. Each prospective new student is a Little Sister or Little Brother to a student council representative or to some student assisting the council members, and is introduced as such during the program. A program—consisting of special numbers, welcome speeches from the sophomore president and the chief sophomore sponsor, necessary explanations of curricular and extra-curricular activities, and the introduction of new students—is followed by an informal reception with light refreshments and a tour of the building. Only the Big Brothers and Big Sisters and their Little Brothers and Sisters attend the assembly and participate in the "Junior High Day" celebration.

VIII. The Toy Campaign: The Girls' Christian Club gives an annual Christmas party for needy children under ten years of age. A Christmas tree, Santa Claus, treats, and games are provided by the members of the club. The student council sponsors a used toy drive throughout the school to collect toys for the children. Points toward the School Spirit Contest are awarded to home rooms contributing toys, the number of points

depending upon the condition, value, and appropriateness of the toy. Points are also awarded for mending the used toys. Approximately eighty children have been entertained annually for the last four years, and each has received one or more toys at each party.

The student council in Ponca City meets at 6:30 p. m. on the first Monday in each month for a dinner which is served by the home economics department to members and guests who order plates. The business meeting in the high school library follows the dinner. Student problems, questions, suggested projects, and other matters of interest to the student body and council are brought up for discussion and consideration. The representatives then report the discussion to their respective home rooms, and the home rooms decide how the representative shall vote on the proposition. Standing committees make oral reports, and hand to the council secretary written records for the month.

The standing committees and their duties—very briefly stated—are:

1. **Assembly Program** arranges and schedules the assembly programs for the semester.
2. **Point System** collects, records points, and distributes point system slips.
3. **School Spirit** acts as judge in School Spirit Contest.
4. **Citizenship** checks eligibility of nominees for Best Citizen each month and counts the ballots after the election.
5. **Council's Meetings** arranges for the monthly dinner, orders plates, pays bill, and makes arrangements for the business meeting in the library.
6. **Project O. K.'s** and schedules projects requested by home rooms, in case the nature of the project might involve a conflict if undertaken by more than one group.
7. **Publicity** aids in giving timely publicity to all school activities.
8. **Honor Awards** assists in presenting Arm Bands to Honor Students after each grading period.
9. **Reception** welcomes and seats all assembly guests each week, and gives a list of the names of all guests to the student chairman, who also welcomes them while presiding.
10. **Good Will** writes letters of thanks to patrons and merchants who furnish cars, stage furnishings, etc. for school functions; promotes good will generally.

In addition to the eight projects which

are now annual affairs and the activities of the standing committees, the student council—within the last year—reports the following minor activities:

Music and varied entertainment has been provided occasionally in the cafeteria at the lunch hours. The rule limiting social functions to one semester for home rooms was discussed and abolished. Misconduct in assembly—not frequent, but resented by the students themselves—was done away with through the efforts of a special committee.

At present the council is working on a code of ethics or a code of student conduct, to be known as "Expressed Opinion on Student Conduct—What a Good Fellow Will Do" on certain occasions. Representatives are working in their home room groups, discovering and formulating student opinion concerning action on numerous occasions.

With the student council in Ponca City the question is not, "What power do we have?" but rather, "In what way can the student council be helpful in making Ponca City high school a 'finer and nobler school?'" (Descriptive quotation is from the students' creed.)

Lillian Shuster is Director of Extra-Curricular Activities, Ponca City High School, Ponca City, Oklahoma.

ACHIEVEMENT PINS

Reginald E. Maloney

The Lewneida League is a group of seven schools in Lewis and Oneida counties in New York. During the school year 1933-34 a committee of this league worked out a plan for the awarding of achievement pins to students in its schools as a recognition of extra-curricular achievements.

The committee reported in May, 1934. According to the plan as adopted, pupils in the schools of the league who meet the following requirements are eligible to receive pins:

The first requirement is that a pupil must complete satisfactorily at least three extra-curricular activities, and that not more than one sport can be counted. This means that a pupil need not necessarily participate in athletics at all.

A second requirement is that of scholarship. This rule has been interpreted by the league to mean that no school should set up any higher standards than those used for ath-

letic eligibility. In most of the schools a pupil is eligible for athletics if he has passed two units of work the previous term. He must also maintain satisfactory grades from week to week.

The third requirement is that of worthy school citizenship. Here again no definite standard or means of procedure were set by the league.

The reference made to the lack of details of procedure in these requirements is not meant as a criticism of the plan or of the efficient work of the committee. Such details can usually be taken care of better by the individual schools with certain restrictions and control by the league when necessary. In regard to school citizenship it is customary in many of the schools to have the student senate and faculty, or part of the faculty, vote on those pupils who are eligible with respect to these requirements. The following plan was devised by the student senate in one school for voting on worthy school citizenship:

A committee of members of the student senate was appointed by the president of the senate to work out a plan for voting on school citizenship. The committee interviewed the principal and other teachers to find out their ideas on the question of what they would expect of good school citizens. After the committee had used some of its own ideas and had effected several discussions in its meetings, the senate passed on the recommendations of the committee. The rules pertained to good conduct, behavior, and sportsmanship. These rules were used as a guide for those who were to do the voting. The student senate also decided that the five high school teachers, the two athletic coaches, and the senate should vote "yes" or "no" for each candidate. The voter was not to sign his name and was merely to check in either the yes or no column his decision in regard to each candidate.

It is quite evident that more interest has been shown during the past year in extra-class activities. The plan tends to take some emphasis away from athletics and recognize other activities on an equal basis. It gives pupils a broader outlook and an opportunity to have their efforts recognized. As a result of the league pupils are graduating from high school as better citizens with more desirable habits and attitudes.

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Wholesome Thrill Seeking in the Elementary School

Ruth J. Krauss

IT IS TRUE that we must live many of our experiences vicariously; but daily, sometimes in newspaper headlines or articles, frequently among our private acquaintances, we come up against that individual who is decidedly lop-sided because of the predominance of the vicarious and almost complete lack of the concrete in his experience. We can use the excursion to prevent much of this type of maladjustment in our pupils.

Supervisors who prevent teachers from taking pupils on trips and teachers who avoid taking them are not being honest with themselves or with their pupils. Very few of the many obstacles cited are insurmountable. The problem of cost has been solved in a variety of ways: by the use of a class penny box to encourage thrift and provide for the next trip; by child planning, directing, and presenting of sales and dramatic performance for money-raising purposes; by gaining Parent-Teacher Association sponsorship; by making a bus service, as is carried one in the city of Newark, one that is available for school trips without cost, providing the teacher arranges for it far enough in advance; and, most important of all, by scouring the immediate environment for valuable interest-centers within walking distance of the school. A firehouse, car barn, bank, textile dyeing company, printing office, department store, leather goods factory, fruit and vegetable market, grocery store, public park, and pet shop are but a few of such places of interest in my own school district. Many other districts offer even richer opportunities for opening up the community to the child.

Objections to trips on the grounds of danger to children need never arise if very definite safety-first rules are compiled and discussed by the boys and girls before every trip, and if teachers plan so carefully that no confusion or indecision can arise.

An interesting report by Avah W. Hughes of Lincoln School, Columbia University, shows how incorrect the information of a child can be when that child has no foundation in con-

crete experience and how easily and naturally it can be corrected through a well-planned, wisely-selected trip. Miss Hughes overheard one of her seven year olds tell another child that he knew where milk was made all right—just around the corner in that big factory. The alert teacher used this as an approach to trips to a dairy farm and pasteurizing plant, and these in turn led to such worthwhile activities as cheese making and butter making; the reading of stories about these activities; the viewing of motion pictures; singing of songs; dramatization of "The Adventure of Milk;" and related experiences.

I have had the opportunity to observe a milk unit in a classroom where the activities were much the same as those participated in by Miss Hughes' children except that no excursions were included. All the children's knowledge was acquired through talks by the teacher and by the use of books and pictures. The pupils were interested, but the great amount of teacher direction and stimulation needed was apparent. Also, there was no sure way of gauging the number of false impressions some of the slow and even bright students might have received. The added dimension with which the Lincoln School children came in contact through the actual experience of seeing—perhaps feeling—a real cow, noticing how very small they felt when standing next to a cow, watching a cow being milked, and other concrete impressions is incalculable.

One of my own pupils who was looking at a picture of a brown cotton boll in a library table book said it looked just like a brown leaf. You can imagine how surprised he was when I put a real cotton boll in his hand. Shortly afterwards, when we made textiles our unit, we substituted a trip to our Newark Museum cotton display for one to a southern cotton plantation with excellent results. Further trips to a dyeing plant and dry goods counter made the children tremendously conscious of the romance and activity behind those simple cotton dresses and shirts they were wearing. It awakened in

them a healthy realization of man's dependence and interdependence on people of many occupations for his welfare. Vocabulary increase and remarkable growth in the ability to express ideas clearly were two more of the results of these trips that were made apparent by the live discussions and activities which grew out of them.

The mere suggestion of a trip arouses all of the child's enthusiasm. This response is the all important initial advantage. All that remains necessary for the maximum values to be derived from the excursion is a clear conception of the purposes and objectives of the trip in the minds of pupil and teacher, the proper facilities for transportation, and (to repeat) the determination to obey very definite rules decided beforehand to assure the safety of every member of the group. The follow-up after a trip clinches its values. Let us hope this will not take the form of written reports, exclusively.

Few articles or lectures on the modern school fail to stress the necessity of making school a place where children live rather than one where they are prepared for living at some future time. What better way is there of bringing into the classroom the life of the community they live in out of school, than by having the children go out, seek it, and bring it in themselves? How many potential delinquents have found it necessary to go out on thrill-seeking, "discovery" trips of their own where this type of school *living* exists?

Ruth J. Krauss is Primary Teacher at Miller Street School, Newark, New Jersey.

EXTRA-CURRICULAR INSTRUCTION FOR TEACHERS

M. P. Willis

More teachers have failed to be re-employed because of their lack of ability to perform satisfactorily the extra-curricular duties of their positions than have been dismissed because of a lack of aptitude for the regular classroom assignments. This failure has not resulted entirely from a lack of interest on the part of the teacher, but more largely because of her being graduated from college or university without a working knowledge of the extra-curricular assignments which she must necessarily assume with her employment.

The training institutions are at fault in

not offering and demanding for graduation more specific courses which will train for successful teaching service in extra-curricular activities. The progressive teacher is handed her diploma with the assurance that she is thoroughly competent to meet the exigencies of all school procedures. If she is not fully disillusioned after meeting with any number of disappointments in the failure to obtain desirable employment due to her lack of training for extra-curricular service, after employment the shock of unpopularity which must come with her unsuccessful attempts to provide a suitable program of activity for her home room group, debate club, art memory contest, pep squad, or other extra-curricular activity often tends to embitter her against the profession. Classroom work in itself is not always a bed of roses, but unprepared sponsorship for other activities provides the inferno which makes teaching a wretched experience instead of the delightful realization of the dreams which she has had.

The teacher training institutions will likely maintain that teachers are over-burdened with an impossible load of extra-instructional activities. Yet in the typical small town or rural school the recreational and inspirational side of the teacher's life is to be found in this phase of her work. She is likely denied many privileges because of prohibitive customs or school board ruling, her social life is limited to a restricted acquaintance with educational and social ideals in common, and thus she must find outlet for her energies through the correlation of her classroom activities with those which should grow naturally out of the work of her classes and return thereto something of value.

It has been wisely said that the first duty of the school is to teach pupils to do better the things that they are going to do anyway. Another duty is to reveal higher types of activity, to make these desirable and to a definite extent possible. In what better manner could these objectives of education be accomplished than through an extra-curricular activity where the pupils are given the opportunity to use the knowledge they are acquiring in all kinds of experiences where they are the: (a) initiators (b) planners; (c) performers. Yet, because of a pitiful lack of collegiate preparation, many teachers are unable to direct these activities which are so definitely aligned with the major objectives of education, and as a result their cur-

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Assembly Programs

M. Channing Wagner

THE MONTH of November offers an unusual number of *special* days and weeks. The following programs are suggested for some of these anniversaries.

Red Cross Program

The American Red Cross has come to be a vital part of American life. The school should be particularly interested in its program.

The Junior Red Cross should appeal to the school not so much as an agency of relief as a means of education. These are days when much is said in educational circles about the education of our youth for the social order. The Junior Red Cross can be made to contribute essentially to the cardinal objectives of education, especially to the objectives of health and ethical character.

Junior Red Cross when well directed can be used to teach boys and girls social responsibility. Through the activities it can give the child some conception of the completeness of education today. Participation in activities is the best way in which to teach a boy or girl his share of responsibility in that activity.

Junior Red Cross develops an international outlook on the part of pupils. It is possible through this activity to develop a friendly interest on the part of the youth of one nation toward the youth of another. The exchange of exhibits is very helpful in promoting a friendly interest and a feeling of good will. The Junior Red Cross is an agency which concerns itself vitally with essential things. It assumes its share of responsibility in building for a better day.

It would, therefore, be appropriate to arrange for an assembly program during the period between Armistice Day and Thanksgiving when the American Red Cross will invite the public to renew its membership.

The Junior Red Cross is a distinct challenge to every school in stressing character through the development of initiative, leadership, and co-operation. The following program is suggested:

PROGRAM

1. Song, "America"—by the school
2. American's Creed

3. Salute to the Flag
4. The origin of the American Red Cross
5. Florence Nightingale, the ancestor of the Red Cross Nurse
6. Play, "Florence Nightingale's First Patient"
7. Orchestra selection
8. The Red Cross in Time of Peace
9. The Red Cross in Time of War
10. Song, "America, The Beautiful," by the school
11. Playlet, "The Junior Red Cross at Work"

The playlet, "The Junior Red Cross at Work," can well be developed by the Junior Red Cross Council or other organization within the school. Write to the American National Red Cross, Washington, D. C., for material. This playlet might dramatize the story of the Junior Red Cross with the extent of membership and the ideals for which the organization works, showing the plans for service on the part of the school.

Below are listed the names of plays which may be had by writing to the National Junior Red Cross Headquarters in Washington:

"Sails Above the Tea," "Uncle Sam's May Party," "May Baskets for the World's Front Door," "Gifts We Bring," "Carrying On," "Brother Hood and His Family," "Mayflower Town," "Christmas at the Shoe," "Everybody's Flag," "Friends From Over Seas," "Knights and Ladies of the Great Adventure," "Mother's Oats Children," "Spirit of the Red Cross," "Taking the Picnic to the Shut-In," "That Blooming Boy," "The Three Christmas Wishes," "When Floods Came," "When Junior Meets Junior in a History Book." The following pageants are also available: "Gifts We Bring," and "Vision Splendid."

An assembly program on Junior Red Cross can be adapted for all grades of school work. It is urged that every school make provision for an assembly so that added impetus may be given to this most important organization.

American Education Week, November 11-17

The fifteenth annual American Educa-

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tion week will be observed November 11-17, 1935. The observation of this week is sponsored by the National Education Association, the United States Office of Education, and the American Legion.

American Education Week celebrates the founding of free schools as a significant achievement in the long struggle for the rights of the common people.

It is suggested that you refer to page 121 of the April number of the Journal of the National Education Association for material on the observance of this week. Write to the NEA, 1201 Sixteenth Street, N. W. Washington, D. C. for material to be used in connection with the observance of this week.

The following topics for the day by day discussions are suggested:

Monday, November 11—The School and the Citizen

Tuesday, November 12—The School and the State

Wednesday, November 13—The School and the Nation

Thursday, November 14—The School and Social Change

Friday, November 15—The School and Country Life

Saturday, November 16—The School and Recreation

Sunday, November 17—Education and the Good Life

It is to be hoped that each school community will adapt the theme and topics of American Education Week to its own particular needs and that plans will be made which will present the opportunity for participation of teachers, pupils, and citizens.

Armistice Day Program

November 11, 1918 stands out as a memorable date in world history. It marks the signing of the Armistice which brought to a close the great World War. Seventeen years have elapsed since this event took place on the battlefields of France. The signing of the Armistice is still vivid in the minds of those veterans who took part in this great war, and it is the duty of the school to commemorate this event so that our people in the schools will realize the tremendous cost of life and money, and that they will grow up resolving to outlaw war forever. The following program is suggested:

PROGRAM

1. Song, "America," by the school
2. Salutation to the flag

3. "The Meaning of Armistice Day," by a pupil

4. "The Soldiers' Recessional" by J. H. Finley (Pantomime)

5. Song, "Keep the Home Fires Burning," by the school

6. Dramatic Sketch. The following are suggested:

a. "Lest We Forget," by Playground Association of America

b. "The Crowning of Peace," from *Plays, Pantomimes and Tableaux for Children*, by Nora Archibald Smith

c. "The Knife," "Tree of Memory," "The Message," all to be found in *Plays for American Holidays* by R. H. Schauffler

d. "Buthern" from *School Plays for All Occasions*, by Barnum

7. The Red Cross Spirit Speaks

8. Song, "Smiles" or "Pack Up Your Troubles"

9. Finale—Tableaux

Have the auditorium lighted dimly, then slowly open the curtains part way to reveal in the spotlight an American Flag fluttering in the breeze. Voices from behind the curtain recite, "In Flanders Field" with its response, "I have a Rendezvous with Death," and other fitting selections. After the singing of "America" several bugle calls may be sounded, ending with "Taps."

The following patriotic programs are suggested: (write your entertainment supply house for the titles which you need).

"America Remembers"—An impressive Armistice Day program in four acts, 46 minutes in length. The author has so fittingly planned this play that we cannot help but stop and remember.

"The Children's Armistice Day Book," by Ann Gladys Lloyd. *Recitations, Songs, Drills, Exercises, Playlets, and Pageants*.

"Lest We Forget," by Ann Gladys Lloyd and others. A book of program material for Armistice Day.

"The Rosary," a beautiful pantomime for Armistice Day.

"Wake Up, America," Charles George. Two soldiers who have been killed in the World War return and discuss the crime situation in the country they had died to make safe.

Book Week

In many schools Book Week is observed

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during the second week of November. The following material is suggested for use in an assembly program:

PROGRAM

1. Significance of Book Week
 2. Dialogue, "The Value of Books"
 3. Discussion, "Your Book Shelf"
 4. Poem, "My Neighbor's Book Shelf"
 5. Original Sketch, "Treasures."
- This number is to be prepared and presented by a home room group or an English class
6. Poem, "A Book is an Enchanted Gate"
 7. Recitation, "What a Book Said"
 8. Paper, "The Care of Books"
 9. Brief Review of New Additions to our School Library
 - a. Fiction for girls
 - b. Fiction for boys
 - c. Non-Fiction
 - (1) Aviation
 - (2) Biography
 - (3) Other non-fiction books
 10. Pageant, "Book Revue"
 11. Recitation, "The Book Stall"
 12. Dialogue, "Book Collecting, A Hobby"
 13. Play, "The Puckley Prince"

More suggestions have been given than can be used in one assembly program. The aim of Book Week is to teach boys and girls the value and importance of good books and their care and use.

As has been stated before an excellent procedure in preparing for assembly programs is to have it start in the home room by discussing the topic and then after the assembly program is presented follow it up in the home room.

Thanksgiving Day Assembly Program

The preparation for a Thanksgiving assembly program offers the school opportunity for originality. It is suggested that the various home rooms be given an opportunity to make suggestions and to submit material. More participation by pupils will create a greater interest and will make the assembly more effective in the school.

PROGRAM

- Reading of the President's Proclamation
 Reading of the Governor's Proclamation
 Song—Prayer of Thanksgiving

History of "Our First Thanksgiving"
 "America in Pilgrim Days" (scenes from Hiawatha and Miles Standish)

"Cranberry Sauce" a comedy play, length 20 minutes

"Thanksgiving Days and Ways" by Marie Irish. Consists of pantomimes, tableaux, songs, drills, recitations, dialogues, and plays for all grades.

Poem, "Thanksgiving Then and Now"
 "First Thanksgiving"—Sketch in verse for any number, 10 to 15 minutes.

"Giving Thanks Today" by Esther E. Olson, length 30 minutes

Poem, "The Landing of the Pilgrim Fathers"

Poem, "A Boy's Version of Thanksgiving"

Paper, "What We Have to Be Thankful For"

Tableaux, "The First Thanksgiving Party"

Tableaux, "How Thanksgiving is Observed in Other Nations"

Paper, "The Spirit of Your Giving"

Play, "She Made a Pumpkin Pie" by Nancy Dunlea

Reading, "A Day for Adjectives"

Recitation, "The Corn Song"

Reading, "Grandmother's Story of Thanksgiving"

Sketch, "The Best Part"

Dr. E. G. Johnston of the University of Michigan gave as an assignment to the members of his course, Education B131, "A Description of the Best Assembly Program I have Seen." Dr. Johnston has made these programs available to the writer. It occurs that it might be interesting to make some of these programs and suggestions available to the readers of *School Activities*. With this idea in mind the following programs are submitted.

Pupil Participation Assembly Program

The senior class at commencement time expressed a strong desire to change the plan of their annual Class Day program which had previously consisted of the reading of the class poem, will, history, etc.

This idea was readily accepted by both the principal and entire class. Immediately the class president appointed a general committee for this purpose from those that seemed most enthusiastic and work began.

The committee decided that it would be well to plan along the line of the three hun-

dreth anniversary of the high school. Consequently this assembly developed into a series of tableaux, each one representing some department in the school, such as mathematics, physics, chemistry, athletics, dramatics, etc. The list mounted to a total of approximately sixteen settings.

A special committee was appointed for each department. It was responsible for working out a setting or picture representing that department. The audience was carried from one setting to the next by a student representing Education, who explained to another student representing the Average Citizen how knowledge acquired through education makes our life much more effective and efficient as citizens.

This program required approximately twenty different committees who were chosen by the general committee because of their responsibility and interest in various departments.

The program was worked out entirely by the class and received very little if any supervision by the teachers.

Two interesting things to note were: first, the program was given in the exact allotment of time; second, two students who had shown lack of responsibility and co-operation as school citizens were not given an assignment in the work, and upon their request were told why they had not been appointed; but if they thought they could do dependable work, they might try a certain task as a separate committee. This proved to be as successful as any part of the program and taught them the lesson which teachers and other pupils had failed to accomplish.

It widened and deepened the interests of the entire student body as to possibilities in the various departments of the school. It taught them a certain sense of responsibility and proved an intelligent use of time that otherwise might have been wasted by that particular group. Some of the students were far from being actors or speakers, yet it was shown how important some people can be as "fillers in," so to speak, as a part of the co-operative movement to make something a success through service, ambition, promptness, and honesty. The whole program clearly brought out the self expression of every committee through acting, speaking, costuming, stage setting, etc. It immediately created a desire in the class following to out-do them next year by creating something finer

and better.

Latin Assembly

Although my experience has been limited, I believe that the best high school assembly I have ever witnessed was an assembly presented by the first year Latin class at the public high school in Berrien Springs, Michigan.

The assembly opened with a home scene where the irate parents were trying to get the son to study his home work in Latin. After the usual arguments the son made it understood to the parents that he disliked the subject immensely, in fact he hated the sound of Latin and everything else connected with it, past, present, and future. That Latin could not possibly do any person any good was his earnest opinion.

So, the mother set about to make it possible for the boy to be disturbed by, or have any contact at all with anything that sounded like Latin.

The next scene was of the family sitting around the table at meal time and the son has just returned home very hungry and thirsty. The mother has omitted from the boy's menu all of those food articles whose names were derived wholly or partially from Latin—much to the boy's displeasure. A similar procedure continued throughout the day until eventually the boy became convinced that Latin was a beneficial subject, and that mankind and civilization could not have reached their high state of development without it.

The assembly was not presented for some special occasion, as a ceremony in memory of some event, but was just another assembly.

This type of assembly was original to the student body and they found it surprisingly interesting. When the program informed them that it was a Latin assembly, the majority of the pupils were skeptical and looked for something dry and boring.

The acting was exceptionally good and the scenes presented some rather startling developments, with every participant fitting in nicely. Apparently considerable time and effort had been expended in preparation because there were no awkward moments as are usually found in such an activity.

Although the plot was not involved and the majority of the audience could read ahead to tell what was coming, yet from the way it was presented, it held attention. Several

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A Noon Hour League

Raymond Welsh

A FEW YEARS ago I became principal of a small high school in which I met a new and exasperating experience. The situation grew out of the task of supervising large numbers of students in the corridors during the noon hour. My early attempts on the problem did not appear to gain more than spasmodic results. After the first few weeks I began to dread the arrival of the noon hour. I spent many sleepless nights worrying about the confusion and improprieties that were certain to occur at the noon hour from restless, boisterous groups wandering aimlessly through the corridors, mushy couples trysting in obscure nooks, and littering figures draped over banisters or perched upon stairways.

Finally I brought my luncheon to school and assumed the role of police. In this frame of mind I took my beat and patrolled the corridors. During the warm bright autumn weather I secured some encouraging response to the suggestion that the students remain outside during the noon hour.

But on rainy days I had no place to send them. I could imagine what would happen when inclement weather set in for the winter. I had already noticed signs of chafing under the coercive restraint of the police method.

The problem in its observed aspects was presented to the teachers as a special assignment for study with an aim to formulate ways and means and to submit a plan for its solution at the next regular faculty meeting.

As a result of our observations and study we were generally agreed in this meeting that our problem was not due to a distinctive character or type of student body that made their control more difficult than students in other communities, but that the situation was due rather to unfavorable physical aspects of our building which limited the normal activity of students not under classroom restraint.

These factors were submitted as contributing chiefly to the situation at hand:

1. The inaccessible location of the high school building.
2. Heavy rural attendance.
3. Lack of cafeteria or dining room facilities.
4. Faulty acoustical features of the corridors.

We began with the premise that the large number of students who found it necessary to bring luncheon and eat in the corridors for lack of a more suitable place, were the original source of congestion and confusion in the resonant corridors.

The high school building was located on a large open site at the extreme edge of the corporate limits of the city. Hence students residing in distant parts of the city and from the rural territory within and outside of a large township high school district found it necessary to remain in the building during the noon hour.

Lack of dining room facilities or adaptable class rooms made it necessary that students eat their lunch from benches provided for them in the corridors and locker rooms under the doubtful supervision of appointed assistants.

The corridors were long and unbroken, with large open stairways at each end connecting the three floors of the building. They were constructed of brick walls, terrazzo floors and concrete ceilings, which magnify and carry all sounds throughout their entire length and to all levels. Therefore they were suited to necessary traffic use only.

It became necessary to formulate a plan that would provide other quarters for luncheon and some activity that would employ students' interest during the remainder of the noon hour. The noon hour group totaled about 150 students about equally divided between boys and girls. A committee was selected to represent each sex to work with a faculty sponsor—the athletic coach for boys and the dean of girls for the girls—to organize a "noon-hour-activity" program.

A shift in the daily class program was arranged so that the teacher sponsors could have their luncheon hour early and return to supervise the noon hour activities.

The bleachers in the gym were designated for lunch quarters. Boys were assigned to the east section and girls to the west section with responsible students appointed for the year to serve in turn with positive instructions to oversee during and at the end of the meal the relegation of all traces of waste paper and food scraps to the waste cans.

An unused classroom at the extreme end of the main corridor was appointed as the recreation room for the girls. The desks were removed, a radio was installed and the floor waxed for dancing. The band room was opened for supervised practice. The athletic director was assigned complete supervision over the gym and the dean of girls over the radio room.

The gym naturally drew the major group of boys, also a large following of girl spectators. To facilitate control, all spectators were assigned to the west section of bleachers.

To further general interest among the boys, an intra-mural program of suitable indoor and seasonable outdoor games was outlined, teams chosen, and a competitive schedule drawn up to decide champions in each branch. Regular "varsity squad" members were barred from league participation in the sport in which they represented the high school.

Since the gym activities so naturally and satisfactorily employed the greater number of students during the noon hour, I shall give in some detail the plan as laid out and employed by our athletic director, along with some favorable results we have observed in its continued use.

First, since the motivation of such recreational activity is natural, the noon hour league required little effort. We found that everybody was interested in at least some type of game. Therefore we tried to use as great a variety of games as was possible. To further interest in continuous competition, three medals—gold, silver, and bronze—were purchased at low cost to be awarded individual intra-mural winners. These awards were based on a total point score for the year to be presented on "award day" some time in the last week of school. Points were awarded for 1st, 2nd, and 3rd place teams in each sport. Each member of a winning team received five points, second place team members, three points, and third place teams one point. The same boys were not likely to repeat on the same team in all sports, as new members were chosen in each sport.

The teams were selected as follows: All of the boys interested in the program reported in the gym on a specified date. Then from the total reporting, an estimate was made of the number of teams there should be. The director selected from the older boys present the number of captains required. These captains then drew numbers for order of choice. When all captains had chosen one player

each down the line, the choosing order was alternately reversed until all boys were chosen. The quota for each team included one substitute, and it was required that the substitute play a specified part of the game regardless of the closeness or spirit of the contest. By staggering the choice of players we found the teams to be well balanced and most of the games were spirited and well contested even though not always the most perfectly played.

The games used were seasonal. Touch football was played outside in the early fall. Basketball followed through a league schedule and ended in a single elimination tournament. The tournament gave recognition to teams that started slowly but showed strong improvement near the end of the season. Points were given to team winners in both league and tournament competition. Volley ball came next with a regular schedule of games. Soft ball followed volley ball, and after that schedule was completed a few track events were selected and run off in two classes—light weights and heavy weights, outdoors late in the school year. The track events helped to break ties for points, boxing bouts were introduced between halves during the basketball tournament, and again free throw tournaments were used in which each boy was required to make fifty attempts in a series of trials of ten throws each, spread out over several days.

There was much interest shown by the student body in all of the league program. Cheering was non partisan but enthusiastic. Good plays on either team were appreciated, and the best of sportsmanship developed.

Now most of the students who bring their lunch to school may be found in the gymnasium during the recreation period and others who go home to lunch come into the gym to see the closing period of the contests. Through the change of personnel of the teams for each sport a good spirit is maintained among the competitors, for an opponent in one sport may be a team mate in the next. Not one case of ill feeling has arisen in our school to cause any disciplinary problem.

While the play period is planned to follow closely the luncheon period this might seem to render the physiological aspect to be not so wholesome. However, the activity program does not start until the close of a twenty minute period allowed for luncheon and clean up. This time allowance discourages haste in bolting down food and a rush to the

game floor. Habits of sanitation and cleanliness are initiated in instances that could not well be duplicated in any other voluntary plan.

In addition to taking care of our major corridor problems, we find that the Activity League meets a part of the requirements of any physical education course. It gives to a large number of boys experience in playing

organized games and the wholesome use of spare time in supervised recreation. It prevents waste of undirected energy. The activity also develops prospects mentally and physically for competition on interscholastic teams.

Raymond Welsh is principal of Sayre Junior-Senior High School, Sayre, Pennsylvania.

Now the Daily High School Newspaper

M. McCabe Day

A DAILY school newspaper in a high school of 900 enrollment on a yearly budget of less than \$300 is the achievement of the journalism department of Huntington High School, of Huntington, Indiana. Its newspaper, the *School World*, after ten years as a weekly, became a daily in the spring of 1935 and continues this year in that form.

Of course the answer to this seemingly impossible project is mimeographing. The daily newspaper is one sheet mimeographed on both sides, but by the use of a special 16-pitch typewriter, almost the same amount of copy can be typed in the same space as when printed in 8-point type. The daily news content approximates 2,000 words, so that in the five issues each week as much news is carried as is usually printed in the average weekly newspaper of five columns, four pages.

While many schools with printed newspapers might hesitate to use the mimeograph method, there are decided educational advantages in it, in that pupils actually perform all the work necessary in publishing the paper. The hiring of commercial printers to do the "dirty work," as is usually the case since so few schools print their papers in school print shops, denies the pupils some of the most worth while activities in connection with the work. With the development of mimeograph technique, it is possible to publish a paper that is just as legible as the printed page, at a cost only a fraction of that when commercial print shops do the mechanical work.

Schools that try to struggle along with a monthly or bi-weekly "newspaper" can get little real news value from such a publication. Huntington High School now wonders how it ever was satisfied with a weekly edi-

tion, now that it has come to appreciate the serving of "hot" news in its daily news sheet.

With \$300 of equipment, any school can begin such a publication, provided there are enough interested pupils and a willing faculty member. Yes, this is another way to overwork the already over-worked teacher, but the results to the school make it worth while to a teacher who is teaching for results, rather than just for pay.

Here are some of the advantages of the mimeographed daily school newspaper:

1. News content is enhanced, since the small size of the sheet encourages the reader to read all the news in the small daily serving, rather than burying it in a sheet the size of the city daily. If the purpose of journalistic writing is to have readers, then this style gets more readers.

2. The financial problem practically ceases to exist. With a budget of one-sixth to one-tenth as much as with the printed sheet, the subscription price can be lowered, with the chance of getting more subscriptions. The *School World* carries advertising, not because it has to have the revenue, but because it furnishes educational opportunity to those working in that department. Even greater training results, for the advertising staff must not only solicit the ad, but prepare its form and even aid in the art work required in putting the ad on the stencil. Then, too, the staff need not beg for advertising, and charity advertising can be refused.

3. Meeting a daily deadline duplicates more nearly the practically journalism field. There can be no "bending" of the deadline, as so often happens even where the best of intentions are set up on a weekly publication.

4. A type of pupil unable to fit into the

demands of the editorial or business staff can be used on the mechanical force. He can run the duplicator and help with the work of actually publishing the paper.

5. More art work can be used, since no expensive cuts are needed. The only limitation is that half-tones cannot be reproduced, but how many school newspapers ever have enough revenue to allow much for this item in their budgets?

This list of advantages could be added to, but these points are enough to give the idea. As an example of the volume of work that can be done, the journalism department of Huntington High School mimeographed a total of a quarter of a million impressions in all its work during the year 1934-35. Forms are made for the school, forms that are just as neat as printed ones, and that can be furnished at a lower cost to the board of education, still allowing a profit for the department.

School press contests have done much to improve the standard of school publications, but frequently the emphasis has been such as to look upon all-pupil projects as inferior because they lack the same appearance of commercial publications. Huntington High School intends to keep its daily mimeographed newspaper, regardless of contests, for the main purpose of its journalism department is to serve the school and give educational opportunities to its pupils. Instead of feeling inferior because it has "just a mimeographed sheet," it feels superior to those schools that expend all their energies in putting out elaborate printed weeklies, but lose their value as genuine "news" papers. It scoops the city daily by printing school news first, and publishes stories before pupils have a chance to "broadcast" the news in the corridors or class rooms.

All schools cannot have a printed publication, economic conditions often make such impossible; but any school can have its mimeographed daily newspaper. May it not be worth while to have schools enter into a new phase of journalism work by developing the daily newspaper project?

(Any school interested in such a publication as described is invited to correspond with the journalism department of Huntington High School. A sample copy of the *School World* will be sent, and questions will be answered.)

M. McCabe Day is adviser of publications at Huntington High School, Huntington, Indiana.

AN INTERESTING CORRELATION

(Continued from Page 5)

cal Education Review, Vol. 33, 388-39, June, 1928.

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7. Griffith, Dudley W. *The Effect of Participation in Athletics on the Scholarship of College Freshmen*. Master's thesis, 1930. University of Colorado. University of Colorado Studies. (Abstract)

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9. Hill, W. Homer. *Extra-curricular Activities in the Small High School*. Master's thesis 1928. University of Oklahoma. 79 p. ms.

10. Monroe, Walter S. "The Effect of Participation in Extra-curricular Activities in Scholarship in the High School." *School Review*, 37:747-52. 1929.

11. Morley, E. E. *Scholarship of Athletes*. Heights High School, Cleveland Heights, Ohio. 1 table.

Ivan R. Meehtly is a teacher in Red Lion High School, Red Lion, Pennsylvania.

The ultimate aims of education cannot be formulated in terms of subject matter. They must rather be formulated in terms of life—life as it is lived at any given time.—Charles D. Reigner.

While it is essential that we do not talk about character education to the extent of causing it to defeat its own ends, it is time it were generally realized that character education has become the center of school life.—A. L. Threlkeld, Superintendent of Schools, Denver, Colorado.

It has long been conceded that those charged with the responsibility of administering the affairs of the public schools have been slow on many occasions in revealing their plans to their co-workers and to the public at large.—Texas Outlook.

Those people who do not understand a thing, however excellent it may be, are usually opposed to it. The tragedy is: many of them remain opposed to it.—*Virginia Journal of Education*.

A Social Service Club Program

Ruth C. Anderson

SEVERAL years' experience as club sponsor in both the junior and senior high school has convinced me that most boys and girls of the junior high school are too immature to assume full responsibility of self-directed clubs. They are too effervescent to effect a program without the more constant and able leadership of a sponsor.

These youngsters like to do things, however, and that is the secret of the success of our Activity Club. Besides wanting to make things for themselves, these boys and girls are eager to do for others, and so the activity club may readily become a social service club, the purpose of which is to bring happiness to others.

Any club to be really successful should plan a tentative program for the entire year. If there is a definite plan outlined, it is very much easier to accomplish the things set out to do. It is well to decide definitely on one or two activities each month, and then to add others as time permits. If too much is planned, a feeling of discouragement creeps into the members of the group because they are unable to reach the goal set.

Here is a club program that has been arranged according to the months of the year. All the suggestions given have been tried and used successfully by the writer in a club made up of her freshman registry pupils in a small country high school, in a Junior Red Cross Club in a large city junior high school, in a social service club made up of girls of both junior and senior high school age in connection with a church school. The activities entail considerable amount of planning and preparation on the part of the sponsor, but the results are well worth the effort.

JANUARY

January always suggests calendars. This project should be completed by the last of the preceding month.

Get several sheets of heavy water color paper and cut them into pieces about three and one-half inches wide by six inches long. Trace scenes of flowers on these and paint them with water colors. While these are drying, cut out of colored drawing paper, mounting sheets four and one-half inches by eight inches. Mount each picture on a colored back

that harmonizes with the painting. Then paste a tiny calendar pad on the mounting board below the picture. At the top of the calendar punch two small holes and insert a silk cord or a piece of colored baby ribbon.

Wrap the calendars in bright tissue paper so that the gifts look cheerful. Send them on their way with a New Year's greeting to some hospital ward or to the homes of shut-ins. Your club will thus be bringing joy to these people every day in the year.

FEBRUARY

February is just full of interesting days that suggest gifts, but we shall select Valentine's Day because children love it.

First of all, ask your grown-up friends for the colored linings from envelopes and for gift wrapping paper that they saved from their Christmas presents. If you cannot get these, you can buy a sheet or two of colored wrapping tissue for five or ten cents. Then you will need some colored drawing paper, scissors, and paste.

Cut your drawing paper into pieces four inches by twelve. Carefully fold your paper two times so that you have three folds, each three by four inches. On fold three trace a heart, but be sure to leave margins. The side margins should be alike; the top a little smaller than the bottom. Cut out the heart. Save these cut-outs for tiny Valentines.

On fold two, paste a piece of colored tissue or envelope lining, preferably with an interesting figure or design on it. Fold page three over two and paste it down. The colored lining will now show through the heart. Fold page one over two to form a little booklet. Let someone in the club, who can print nicely, place a Valentine greeting on the outside.

If you have any grown-ups to remember, you may make inexpensive Valentine bookmarks for them of pieces of red ribbon with tiny hearts pasted at one end.

MARCH

This is the month of St. Patrick's day. Buy a number of tiny flower pots—the kind gardeners call thumb-pots. Place a piece of pottery over the hole, leaving a drain for water. Fill the pots with a mixture of leaf mold and soil, and then plant a tiny bit of

shamrock in each one. If you wish, you may decorate the little pots with green crepe paper; or you may tie dainty bows of green and orange baby ribbon around them. These make lovely little tray favors for patients in hospital wards.

APRIL

What would April be without All Fool's Day? Why not fool some of your friends by doing them a good turn, or sending them something dainty?

Easter also usually comes in April. Buy a lovely potted Easter lily to place in the main corridor of your school, or to send to the community church or recreation center, or to the home of some sick person.

There is also so much beautiful Easter music; why not learn some of the songs and share these with others? Go in a body to some hospital or to the homes of shut-ins and sing for them.

Tiny white boxes filled with home-made candy or Easter eggs and tied with lavender and yellow ribbon make charming Easter tray favors, especially for a children's ward in a hospital.

MAY

May suggests flowers. What about reviving that beautiful custom of hanging May baskets on the doors of neighbors and friends? The little baskets can be made of colored paper at one of your meetings, or they can be purchased rather inexpensively if you wish. Wild flowers make lovely baskets. If not baskets, then why not tiny old-fashioned bouquets with lace collars?

In May we also celebrate Mother's Day. If your school is having a special assembly in honor of Mother's Day, make tiny boutonnières of white flowers, two sweet peas and maiden hair fern. Have several club members, dressed in white, stand near the door and pin one on each mother as she enters.

You might also plan a little club party and have your mothers as the guests of honor.

JUNE

June is vacation time. Why not plan a hike soon after the close of school? You might also have some little celebration in honor of the club members who are graduating.

During this and next month collect jokes and cross-word puzzles. You will need them later in the year.

JULY

The fourth of July comes so early in the

month that you should spend some of your time in June making little tray favors, place cards, and other suitable gifts for your hospital friends.

AUGUST

Bring to club all the jokes and cross-word puzzles (with their answers) that you collected during the summer. You may then make books of them.

The joke books are made this way. Take six or eight sheets of six by nine colored drawing paper and fold them once to form a booklet. Fasten the papers together by drawing a bit of silk cord through the fold and tie at the back. The top paper will form the cover. On all the other pages paste in the jokes you have cut from magazines and newspapers. Be sure they are trimmed neatly.

Read every joke very carefully and be sure not to use any that might hurt the feelings of the person who will read them. If in doubt, ask your club sponsor.

For the cross-word puzzle books buy several of the five-cent unruled composition books. Cover these with colored paper. On each page paste a cross-word puzzle. In the back of the book, paste the proper answer sets. If you can afford to do so, tie a pencil with an eraser to each book. Wrap the gifts in gay tissue paper. Shut-ins enjoy working puzzles.

SEPTEMBER

As September contains Labor Day, why not have a clean-up campaign? Start with your own room at home, then attack the back yard, basement, or attic. Then meet at school and clean out your club rooms, cabinets, etc. Finish the day by having a picnic supper, or a "weenie" roast.

OCTOBER

How most grown-ups, especially merchants, dread the coming of Hallowe'en! And all because some boys and girls think it fun to play pranks on their neighbors. Why not turn the tables this year in your community? Why not invite all the boys and girls you know to join your club in doing kind things for neighbors?

Perhaps you can send a sack of wood, or some clothes to someone in the neighborhood who needs it; or bake a cake and leave it at the home of some poor family.

Then you can make dozens of things—place cards, tray favors, nut cups, etc., out of orange and black crepe paper and decorated with motifs of cats, pumpkins, witches,

or ghosts. Plan a costume party for club members and their friends.

NOVEMBER

Fill Thanksgiving baskets for poor people in the community. Before you do this, learn the age of each member of the family, and then plan your baskets accordingly.

DECEMBER

One of the cheeriest things you can do this month is to learn several carols and go caroling early Christmas morning. Also decorate tiny Christmas trees for the bed stands of hospital patients who are too ill to go to the wards for the Christmas celebration.

Simple hand-made gifts, tray favors, candy, nuts, toys for children patients—oh! there is an unlimited number of things you can think of for this loveliest of all days—CHRISTMAS.

These few suggestions are given merely to start a whole train of ideas in your own mind. Be sure to jot down these thoughts as they come to you. If you don't, they will slip away.

A STUDENT APPRAISAL

L. Virgil Williams

The development of personalities and a regard for democracy are two inseparable goals of such consequence that they merit consideration in any high school program.

Such has been the underlying philosophy at the Booker T. Washington High School of Dallas, Texas, in the development of its student activity program. During the past six years the student population at this school has grown from 950 to 1567 while the number of student activities has increased from four to eighteen.

Because of this growth and an effort on the part of the school to satisfy the needs of the pupil in such activities outside of the regular classroom work, an appraisal was requested of students. It was intended not only to indicate the extent of the pupils' participation in the school activities, but also to show the limitations of the present program in satisfying their various interests, and to get their candid opinions of the value of the present program. The following four questions were asked the 1931 pupils included in the survey:

1. Do you participate in any extra-curricular

activities? Below is a list of the activities sponsored in this school. Please indicate by check the ones to which you belong.

2. Are there any of these activities in which you are interested but in which you do not participate? List them.

3. What talents or interests do you have for which there is no provision made in the school's activity program?

4. What is your candid opinion as to the value of the activity program in your school?

The figures show that 45.9% of our students participate in some form of the activity program while the larger group of 54.08% do not participate. Some of the reasons for non-participation were favoritism of teachers, not enough time for activity program, economic status, failure to understand the requirements for membership, inability to qualify for membership, tendency of some activities to use the same pupils too often, and not enough activities in the school. These statements were given by the forty-two pupils who showed an unfavorable reaction toward the activity program.

Some of the activities which are not provided for in our school but in which pupils expressed themselves as being interested are baseball, tennis, swimming, art, wrestling, boxing, volley ball, tumbling, hiking, biology. The activity program so broadened as to include the majority of these activities would increase the participation above that of non-participation. The development of a program of intra-mural athletics may well include volley ball, baseball, tennis, and the like, without any upset of the present program.

Nevertheless, this evaluation of the student activities has given us the view that, even with our limited program, some attractive possibilities for developing responsibility are being offered our pupils. The eager enthusiasm with which the participation group enters these activities and their willing acceptance of any reasonable standards which are to be maintained offer a challenge to the school. Our ideal is to guide the pupils into the establishment of desirable habits, considerate thinking, and commendable attitudes in connection with the typical situations which characterize the practical and recreational phases of life and to carry over the concerns of everyday life through such activities.

L. V. Williams is Principal of Booker T. Washington High School, Dallas, Texas.

November, 1935

The Case Against State Medicine

Harold E. Gibson

RESOLVED: That the Several States should enact legislation providing for a system of complete medical service available to all citizens at public expense.

THE ADOPTION of state medicine as the national high school debate question came as a distinct shock to a large number of debate coaches and school administrators throughout the country. Only a few years ago a question that was so tinged with socialism would have been impossible. It took a radical change in the social policies of the country, volumes upon volumes of new social legislation, and a complete reversal of public opinion upon the obligation of the government to its citizens to take care of its people when they are no longer able to take care of themselves. Our major problems in this debate are: (1) Can the people still take care of their needs in regard to medical care without the adoption of free state medical care? (2) Even if they can't, would the evils of state medicine be so great that it would be foolish to adopt the plan even in spite of this need?

The opponents of state medicine have many and varied attacks to make upon the adoption of such a radical plan. These attacks are led by the doctors themselves, who, have a great deal at stake. These attacks upon the plan are not wholly with the doctors however. It is equally true that many social workers and leaders toward a more complete system of social legislation are also in agreement that state medicine is not a desirable remedy, but that in reality it is extremely undesirable. They concentrate their attack in the following forms.

To open their attack they are opposed to the entire philosophy behind free state medicine. A system of state medicine is wrong, they believe, because it will result in regimentation of the physicians of the country and result in extreme political control of the medical profession. This will become so involved that the red-tape and record-keeping that will result from the system of bureaucratic medicine will be a burden and lessen the efficiency of the doctors. State medicine will also mean state salaries for doctors. There can only be one result from state salaries and that will be low salaries.

A salary of \$5,000 is extremely high for a man in political life, but it is a low salary for a doctor with a flourishing practice. It must be remembered, however, that there are many doctors in the country who receive less than \$5,000 per year, but if they increase their ability as doctors, they can become members of the higher income group. Not so, under the affirmative plan of state medicine. No matter how good a doctor he becomes, he will not have his salary increased. He may become the best doctor in his state, but no salary increase will accompany the acquisition of this proficiency in his chosen field. He may get more and more patients under the affirmative plan, due to his increased efficiency, but no more pay. This increased practice will finally become a distinct burden, for why work to become more efficient if it not only causes him to overwork himself while his fellow doctors rest idly with a limited number of patients and receive identical salaries? You will say, "Yes, but he can work up to become a state health supervisor or director." True, this will be an ultimate objective, but it is exactly what the diligent practitioner and we, as public recipients of medical care, do not want. No doctor who has worked and labored to become an outstanding physician wishes to stop practice to become inactive medically as a supervisor or director. We of the public do not want the best doctors to become supervisors and thus lost to the medical group who have served our public so faithfully. But what alternatives does state medicine offer the physician? They are mediocre salaries and over work, or inactivity as a director and a loss of practice and skill. Neither the doctor nor the public wish to choose such a dismal future for the master doctors of our country.

We would also be bothered with drones among the men in the medical profession. Some doctors would take the opinion of why work when the pay is forthcoming just the same? This would have a general demoralizing effect upon doctors down the entire line.

November, 1935

When one doctor sees another receiving his pay without working, the laziness will become contagious, and the only result of such a condition will be a degeneracy in the quality of medical care.

The effect of state medical care both at home and in foreign countries has been doubtful. In the foreign countries where state medicine has been tried, the death rate and the amount of illness has not been reduced materially. In fact, it is not so low as we find in the United States where the system of private medicine is practiced. The medical systems of Germany and England are practically controlled by the government, and still medicine is far behind the United States in development. Illness in these two countries is twice as prevalent as we find in our own country. Then, too, the once great prowess of the German medical profession has passed into oblivion with the advent of state medicine. No longer do the greater doctors of this country go to Germany to study medicine. With the passing of the private practitioner in Germany, the greatness of the German medical profession has also passed.

The final attack upon state medicine is that there are other plans that are better solutions to the problem. These better plans, such as voluntary health insurance, may be said to have all the benefits that are claimed for state medicine without incurring any of its evils.

Effective Devices of Strategy and How To Use Them

DILEMMA

The dilemma is a method of strategy used in debate in which one debater asks his opponent a question. The question is so worded that there are two right answers. The strategy in the use of the dilemma is that either of the answers that may be given will be very detrimental to the case of the opposition. It is good advice to the debater to avoid such questions whenever possible or if forced to answer them to be very vague in answering.

A sample dilemma for the negative is:

(1) Ask the affirmative—Do you propose to have the Federal Government participate in the furnishing of the free medical care to all of the people of the United States?

IF THEY ANSWER YES, in making the statement that they wish to have the Federal Government take a hand in furnishing part of the money needed to furnish free medical care to all people, the affirmative are

evading the question. The terms of the question specifically state that the free medical care must be furnished by the states themselves, that the states and not the Federal Government should be responsible for raising the money. In making such a statement they have done two things to damage their case. First, they are admitting that the states cannot finance the system by themselves, and, secondly, they are admitting that the plan as defined by the terms of the question cannot be brought into existence.

IF THEY ANSWER NO, when the affirmative wish to have the states pay all of the cost of medical care themselves we wish to ask another question. What will happen to their plan in the states that cannot finance the plan? Four states in particular—Alabama, Mississippi, Tennessee and Arkansas—could never finance the affirmative's plan. Take for example the poor state of Mississippi. At the present time they are taxed very heavily and are only spending \$17 million dollars on their schools. I. S. Falk, of the Milbank Memorial Fund, states that good medical care will cost between 32 and 38 dollars per person per year. That by cuts in administration this cost would be cut to no less than 30 a year. Such a system would cost the state of Mississippi at least over \$60,000,000 a year. This would increase the state budget from \$12,000,000 to over \$72,000,000. This would be a budget half as large as the budget of the rich state of Illinois. From this argument alone we see that Mississippi could not give medical care free to all its citizens without the aid of the federal government. On the other hand, if the Federal Government gives any large amount of money, the terms of the question as inflicted upon the affirmative will not have been met.

No other plan of state medicine could be adopted in these states that are so poor. We could not take a certain amount of the income. Many of the workers are "share croppers" and get no money for their work. If the people who do make wages in these poor states are taxed to take care of those who could pay the tax, the rates would be confiscatory. It seems that the only practical solution to the problem is to patch up the present system until it will meet our needs.

STRUCTURAL OUTLINES FOR SPEECHES

In the use of the structural outlines for the negative speeches, no attempt has been made to give an all inclusive brief of all the arguments on the affirmative side of the sub-

ject. These points are rather merely an outline of the important points that the negative must establish in order to prove their case. The debater may rearrange these points to fit his individual speech, but most of the points should be included in the finished debate speeches to make the case complete.

OUTLINE OF THE FIRST SPEECH:

- I. Introduction
 - A. Make an attack upon all mistakes of the first affirmative speaker in either interpretation of the question or in definition of terms.
 - B. State the issues of the debate as seen by the negative.
 1. There is no need for a complete reorganization of our present system of medical service.
 2. Medical service provided free to the people by the State would not be desirable.
 3. Alternate methods of providing medical care are more desirable.
- II. There is no need for a complete reorganization of our present system of medical care.
 - A. The amount and quality of medical service given today is commendable.
 - B. Criticisms of our present medical system are exaggerated.
 - C. The difficulties that exist in medicine now are not caused by the economic organization of medicine.

OUTLINE OF SECOND SPEECH

- I. Medical service available to all citizens at public expense would not be desirable.
 - A. Such a system is not a fair method of payment for medical care.
 - B. If state medicine is adopted, the quality of medical care will suffer.
 - C. State medicine would not be desirable as far as the patient is concerned.
 - D. American and foreign experience has proved that the plan will not be a success.

OUTLINE OF THIRD SPEECH

- I. Alternative methods of providing medical care are more desirable.
 - A. Voluntary systems of health insurance are more desirable.
 - B. Plans of fixed periodic payments would be very satisfactory.
 - C. Private group clinics may solve the problem.
 - D. Tax supported physicians in rural areas may solve the problem.

- E. Plans of installment payments through loan agencies may solve the problem.

STRATEGY THAT WILL WIN DEBATES.

Wasting your opponents time—

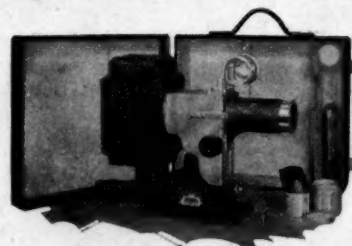
The time of your opponent may be wasted by (1) asking needless explanation of the terms of the question; (2) making the affirmative defend minor points; (3) demanding a detailed plan for financing the affirmative proposal.

Demanding a detailed plan—

It is entirely within the province of the negative to demand a detailed plan of the affirmative from finance to administration. Certainly the affirmative could not expect us to adopt the radical plan unless we knew exactly how every part of it was to function. If there is any part of the plan which the affirmative are afraid to present, hit it hard on its weakness.

Harold E. Gibson is coach of debate in Jacksonville high school, Jacksonville, Illinois, and author of a number of books and important articles on debate. For a fourth year SCHOOL ACTIVITIES readers will have his help. Arrangements have been made for a series of articles by Mr. Gibson. His second will be released next month.

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Mark Twain Centenary Program

Blanche Graham Williams

ON NOVEMBER 30th this year is commemorated the hundredth anniversary of Mark Twain's birth. This occasion suggests possibilities for a class room or assembly program for which one may find much appropriate material.

One suggestion for such an occasion is a "Did You Know" series. The entire series including the introduction and conclusion may be given by one person, or may be divided among any number of pupils. Various uses may be made of the facts here set down.

INTRODUCTION

We meet today in commemoration of the centenary of Mark Twain, America's greatest humorist, whose presence lives because of his famous words of wit, wisdom, and human philosophy. His many books, high in literary merit, have been translated into various tongues and live in the hearts of many people.

Do you know the various endearing episodes of Mark Twain's life which have made him honored by all men in all lands?

Did You Know Series

DID YOU KNOW:

1. That a golden key pressed by President Roosevelt at the White House turned on a beacon in the Memorial Light on Cardiff Hill overlooking the Mississippi at Hannibal, Missouri?
2. That this act officially opened the Mark Twain Centennial Year?
3. That this year marks the hundredth anniversary of the birth of America's greatest humorist?
4. That Hannibal (Missouri), his boyhood home, will be the seat of the centennial observation?
5. That Samuel Langhorne Clemens was the name of the humorist?
6. That "Mark Twain" was the greatest "nom de plume" ever chosen?
7. That "Mark Twain" was a leadsmen's call on a boat? That it meant two fathoms (12 ft.) deep—a pleasant call for safe water?
8. That this name was especially well-suited to the man, his work, his career?
9. That he is the only author who has written books concerning a great American river?

10. That he wrote much about this in his three books, "Life on the Mississippi," "Tom Sawyer," and "Huckleberry Finn"?

11. That his reason for immortalizing it was that it flowed past his boyhood home, and he was charmed with it?

12. That he liked neither day school nor Sunday school?

13. That he liked to roam the woods, explore caves, swim, go to picnics, and take excursions?

14. That to Mark Twain, in boyhood, the river, with its stately, flowing current, its rafts, boats, and steamboats, was a gateway to the world?

15. That personally he was not an attractive lad but had a pleasing smile?

16. That his head was rather large for the size of his body?

17. That he was not talkative, but when he spoke with his peculiar measured drawl, all listened?

18. That he was mischief-loving and, with his confederates, was not always considerate of others' comfort when it came to practical jokes?

19. That much of "Tom Sawyer" runs parallel to Twain's own early experiences?

20. That he burlesqued his Friday afternoon compositions?

21. That among earliest ambitions were to be a pirate, pilot, trapper, or scout?

22. That his academic education was received in the small-town schools during the first twelve years of his life?

23. That he attended neither high school nor college?

24. That in the printshop where he worked, he was a good, rapid learner and a neat workman?

25. That when he served as compositor on the Hannibal Journal, he acquired quite a knowledge of Poe through anecdotes and quotations?

26. That he became a river pilot and a good one at twenty-three?

27. That during those days he gained great popularity by his humorous stories and quaint speech?

28. That pilot days affected his future life and became a part of his personality?

29. That during these days he read Milton, Shakespeare, Goldsmith, Voltaire, Paine, Hood, and Cervantes?

30. That later in life he said, "I like history, biography, travels, curious facts, strange happenings?"

31. That he said, "I detest novels, poetry, theology"?

32. That he read the Bible through before he was fifteen?

33. That Bible phraseology often entered into his writing?

34. That Dickens and Poe seemed to have lent an influence?

35. That "Mark Twain" was first signed to a Carson, Nevada, published letter February 2, 1863?

36. That his first published story was "The Jumping Frog"?

37. That "Roughing It" depicted American pioneer life in the gold rush days?

38. That William Dean Howells said "Tom Sawyer" was the best boys' book he had ever read?

39. That both he and his family got a great deal of pleasure out of his writing "The Prince and the Pauper"?

40. That "Tramps Abroad" was a travel story of his?

41. That "A Yankee in King Arthur's Court" was amusing to the writer?

42. That while Mark Twain was writing his books, he was also contributing articles and stories to the leading magazines and newspapers throughout the country?

43. That his wide travels over the face of the globe furnished much material as a basis for his books?

44. That consciously or unconsciously, he was preparing "Personal Recollections of Joan of Arc" for fifty years?

45. That he said this was his best book?

46. That "What Is Man" is an expression of his philosophy—his gospel?

47. That among prominent magazines asking for his contributions during the height of his success were Atlantic Monthly, Century, Harpers, North American Review, etc.?

48. That in a smaller way he worked on newspapers in the early days over quite an area of the United States—St. Louis, New York, Philadelphia, Keokuk, Hannibal, Muscatine, Cincinnati, San Francisco, Virginia City, Carson City, etc.?

49. That he liked the world of men and became closely associated with the most illustrious men of the day?

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Turner Center DEBATE BUREAU

Turner Center, Maine

November, 1935

50. That among these were Grant, Howells, Carter Harrison, Brander Matthews, Bret Hart, Kipling, Bangs, Bacheller, Carnegie, Gilder, etc.?

51. That Mark Twain was not a copyist but an original?

52. That he lived in residence several times in Europe and was well-known and honored there?

53. That Oxford honored him with an honorary degree, Doctor of Literature?

54. That he made a lecture tour around the world, taking one year?

55. That this was made especially from a deep sense of honor to liquidate debts of a failing publishing house?

56. That "Following the Equator" was his book that resulted from this experience?

57. That it is more serious in tone than most of his writings, probably due to the death of his daughter Susie which so immediately preceded it?

58. That in the last decade of the last century, he wrote for publications in pleasantly controversial style on political reform?

59. That in 1902 he received the degree of Doctor of Laws from the University of Missouri? In 1901, Doctor of Letters from Yale? In 1888 Master of Arts from Yale?

60. That a Mississippi River boat was named in his honor?

61. That in 1906 he began the dictation of his biography to Albert Bigelow Paine?

62. That his life was saddened by the death of Mrs. Clemens, in 1904?

63. That his last years were years of triumph as far as an admiring world was concerned?

64. That his last writing was the "Death of Jean"—a rare piece of elegiac writing?

65. That he died April 21, 1910, and that his last memoranda was: "Death . . . the immortal who treats us all alike, whose pity and whose peace and whose refuge are for all"?

CONCLUSION

William Dean Howells voiced the sentiment of the world when he once wrote to Mark Twain: "You are the greatest man of your sort that ever lived . . . you have pervaded your century almost more than any other man of letters, if not more, and it is astounding how you keep spreading." At his death Howells said, "Mark Twain will live forever."

The life of this great humorist might be presented at greater length in chapters, using

such divisions as: Mark Twain as a pilot, pioneer, newspaper man, lecturer, and author.

If you wish to present music as a part of your program, include Handel's "Largo," Schubert's "Impromptu," or Mascagni's "Intermezzo from Cavaleria Rusticana," which were Mark Twain's favorite selections.

That which our school courses leave almost entirely out, we find to be that which most nearly concerns the business of life. All our industries would cease, were it not for that information which men begin to acquire as they best may after their education is said to be finished. And were it not for this information, that has been from age to age accumulated and spread by unofficial means, these industries would never have existed . . . The vital knowledge—that by which we have grown as a nation to what we are, and which now underlies our whole existence, is a knowledge that has got itself taught in nooks and corners; while the ordained agencies for teaching have been mumbling little else but dead formulas.—Herbert Spencer in *Education*.

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Squanto's Surprise

A Thanksgiving Play

Grace Hyatt

Characters:

Elder Brewster
William Bradford, Pilgrim governor
Young Brewster
Edward Winslow
Mistress Brewster
Priscilla
Mary
Squanto
Two Indian Braves
Other Pilgrims

Scene: Hall in Governor Bradford's home.

Time: December, 1620. Afternoon of Thursday, the main day of the first Pilgrim Thanksgiving week.

Props: A large table, two large chairs, a bench, two smaller chairs, a long stick, a letter, two large covered baskets.

The women characters wear gray blouses and skirts, white organdie caps, aprons, and crossed kerchiefs.

For costumes of Pilgrim men and Indians, consult pictures in school histories.

Elder Brewster wears a cloak and carries a long stick with which he occasionally taps in order to awaken them; various Pilgrims among the crowd assembled in the hall.

The curtain rises. A large table with a large chair on either side is at front center; at right, two smaller chairs; in the background a bench. Many of the stage spectators stand throughout the play. There is a door at center back; a heavy curtain may be suspended from a cord to provide this entrance.

(Enter Squanto and two other Indians, each of the latter carrying a large covered basket; the three advance to left stage. Governor Bradford is standing at right stage, and the other Pilgrims with the exception of Elder Brewster are grouped about the back of the stage.)

ELDER BREWSTER (addressing crowd from center stage). I ask you all to listen well to what our governor has to tell.

GOVERNOR BRADFORD (stepping to center stage). Friends, today a special feast we've celebrated. Crops increased, abundant, promise us good living. We have great cause

for this Thanksgiving. In order that you may recall (some of you were very small) our life in Holland just before we set sail for this newer shore, we have arranged a program here. Young Brewster, Winslow, both draw near—by words you speak, make that time clear!

(Winslow and Young Brewster seat themselves at table; Governor Bradford goes to seat himself by Elder Brewster at right stage.)

WINSLOW (dramatically) We Pilgrims have been happy here in Holland for almost a year.

YOUNG BREWSTER. Though free to worship as we will, I find there's this to hamper still. In England we have lived our past, and we are English first and last.

WINSLOW. Our children speak this foreign tongue; they should learn English while they're young.

YOUNG BREWSTER. 'Tis true; and we're a peaceful race—there may be war with Spain to face.

WINSLOW (showing letter). An English company inquires if it be not our true desire to go across the sea to dwell. Though terms are hard, it might be well.

YOUNG BREWSTER. There we can build free church, free state; let's go to America now, not wait!

(They rise and mingle with other spectators on stage who applaud.)

ELDER BREWSTER (aside to Governor Bradford). Within those baskets, have they furs? Or do they think they've something worse?

GOVERNOR BRADFORD (aside to Elder Brewster). That Squanto's friendly, there's no doubt; the rest are strangers hereabout. And yet, no fear I seem to feel at what their baskets may reveal. (going to center of stage) There have been hardships, as you know; many have watched their loved ones go. We have with us two young girls who have lately lost both parents, too. Mary, Priscilla, I understand you'd not return to old England? (Priscilla and Mary and Mistress Brewster go to the table. Priscilla stands while the

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other two seat themselves.)

PRISCILLA. Governor Bradford, we hold dear this land where we have lived a year.

MARY. Contented here with friends; we'd be with strangers if we crossed the sea.

MISTRESS BREWSTER. Let them remain this side the waters. I love them both as my own daughters.

GOVERNOR BRADFORD (to Priscilla and Mary). The choice you've made shall be our gain. (To spectators on stage) We're happy that these two remain.

ELDER BREWSTER (aside to Governor Bradford). Our Indian friends may like a part in this discussion, heart-to-heart.

GOVERNOR BRADFORD (to Elder Brewster) I'll speak to them. (To Squanto) Squanto, I lack right words to thank you. Every act of yours, interpreting has led to brotherhood for white and red.

(Squanto goes to center stage, followed by other two Indians carrying the baskets.)

SQUANTO. Dinner good. White man is wise. Indian, him too like bring surprise.

(The Indians remove the covers from the baskets and carefully pour popcorn in a large mound in the center of the table. Squanto takes a little in his mouth, chewing it slowly and deliberately.)

PRISCILLA. He's eating it! I'd like to know what this is called. It looks like snow.

(She tastes some and continues to eat more.)

MARY (also tasting some). It's lovely, Squanto—your surprise. I'll sing its praises to the skies.

GOVERNOR BRADFORD (tasting some as do all except Elder Brewster, who is inclined to be suspicious of the gift). Squanto, what is this royal food that every one proclaims so good?

SQUANTO. Not - much - name - has; Pop - corn!

GOVERNOR BRADFORD continuing to eat pop corn). Pop corn?

TWO OTHER INDIANS. Corn - pop, pop-corn.

ELDER BREWSTER (gingerly tasting it). Pop corn? This Indian maize amazes. Variety is in its phases.

SQUANTO. Squanto have squaw show you how make pop corn, if you allow.

MISTRESS BREWSTER. We'll gladly welcome her and share the secret, how you this prepare.

SQUANTO. Indians go now. Come back soon.

(Squanto and two other Indians carrying

empty baskets, file out through door at back center. The spectators continue to eat pop corn as they watch them leave, then form in groups of three and four.)

CURTAIN

To understand the meaning of education and of recreation we must see the two in unison, not in separation. The education which is a maimed, incomplete, half-done thing. The recreation which is not also education has no recreative value.—L. P. Jacks.

A Parisian school teacher has been taken to task for adding a "smile course" to the curriculum. An unimaginative school committee didn't know the Miltonic stanza:

Smiles from reason flow,

To brute denied, and are of love the food.

A school should not be judged by its size nor by its complicated machinery . . . The criterion should be the service the school renders to the pupils it enrolls. This cannot be determined by visits to the offices nor by an inspection of the machinery and red tape."—N. C. Kearney.



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assumes a position of even greater importance in this year's educational plans. Without the slightest sacrifice to its outstanding traits of accuracy and acumen in news presentation and interpretation it has undergone a noteworthy change in physical appearance. New covers—type and profuse illustrations enhance its appeal to students—making it a popular choice for use in Social Science and Economics Classes. A monthly Lesson Plan is included free with each subscription.

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News, Notes, and Comments

One of the monthly features of the *Muhlenberg Observer*, student publication of the Muhlenberg Township High School, Laureldale, Pennsylvania, is a department called "From Past Observers." It gives brief accounts of important happenings of one year ago, two years ago, etc.

Noon movies are being tried out in many schools. Great hopes are being entertained for their usefulness as a tool for education.

There will be no National School Orchestra Contests in 1936, but the usual national contests for instruments ensembles and solo players will be held in connection with the National School Band Contest. This contest will be held about the middle of May, 1936, at a place to be announced later by the officers of the National School Band Association.

The Illinois P. T. A. is conducting an educational campaign to discourage children from playing with toy weapons, a practice which they believe often leads to delinquency. One of the Chicago schools has already celebrated a gun-burning ceremony sponsored by the mothers of the 2000 pupils enrolled there.

AMERICAN EDUCATION WEEK 1935

The theme of the fifteenth annual American Education Week, November 11-17, 1935, is *The School and Democracy*.

Monday, November 11—*The School and the Citizen*—This program should be in keeping with the spirit of Armistice Day. Dedicate this day to the citizen as an individual, with emphasis upon the personal traits of courage, loyalty, and concern for the great issues that our nation faces.

Tuesday, November 12—*The School and the State*—Make the chief purpose of your program that of informing the public on the progress and the needs of the schools in your state. Compare the costs of education with those of the other functions of state government. Familiarize the people of your community with new school legislation sponsored by your state education association. Discuss needed tax revision. Compare recent achievements of other states with your own.

Wednesday, November 13—*The School*

and the Nation—Familiarize the community with steps taken recently by the federal government to grant emergency financial aid to education.

Thursday, November 14—*The School and Social Change*—Discuss education as a potential force in American life. What part shall the schools play in social change? How can the schools of your community contribute more effectively to the progress which is being made economically and socially. What adaptations in the present organization and curriculum of the schools are needed?

Friday, November 15—*The School and Country Life*—Show the inequality of educational opportunity that exists in general between children and adults of city and country. What steps have been taken, and what ones are still needed to equalize these differences?

Saturday, November 16—*The School and Recreation*—Rest and recreation are among the sweetest fruits of toil. Emphasize the responsibility of the school to give every child recreational skills that will make wholesome play a delight throughout life. Make school play facilities available to adults.

Sunday, November 17—*Education and the Good Life*—The church and the home and the school have a common obligation to help re-establish the morale of millions beaten on every hand by discouragement and failure. Show how that obligation is being met in your community. Emphasize on this day the part which the church plays in the education both of young people and adults.

Write to the NEA, 1201 16th St., N. W., Washington, D. C., for handbooks, posters, message to the home, gummed stickers, and packet combinations suitable for every type of school and college.—*Journal of the N.E.A.*

Loyalty oath laws for teachers were enacted in seven states during this year's legislative sessions, despite determined opposition. Similar laws lost in seven states and were vetoed by governors in two. Twenty states now have such laws.

The Fourteenth Yearbook of the Department of Elementary Principals, just published, emphasizes the socializing of children and the importance of subject matter learning.

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Have You Read These?

By the Editor

"We certainly are in one hell of a business It would be a terrible state of affairs if my conscience started to bother me right now." So wrote Frank Jonas, a South American agent for an American munitions concern. English guns and ammunition used to kill English soldiers, French to kill French, and German to kill German. Just what part did the munitions makers play in the World War, and what part have they played since? The best and the most authoritative short story of the activities of these "patriots" was told by Senator Gerald P. Nye in his address, "The Munitions Investigation," before the National Education Association at Denver, July 4, 1935. This address is published in *The Journal of the National Education Association* for September. Every teacher, pupil, and citizen should read it.

Do you have the "teaching impulse?" If you do, where did you get it? Was it inherited? Initiated and developed in a teachers college? Are you, or are you not, a professional derelict? An inconsequential person? A queer, timid soul? A reserved, retiring, unsocial person? A "yes" man or woman? An imitator? A cringing, fawning, effeminate man teacher? A mentally inept woman teacher? If you are, you represent a "total loss to our profession" because you "exhibit a sort of professional infantilism that brings our guild into public disrepute." Who says so? A qualified and competent educator—Dr. A. R. Brubacher, President of New York State College for Teachers, Albany. His intensely interesting article "The Teaching Impulse," will be found in *The Journal of Education*, for September 16.

"This we did to preserve the gusto." A violin made with a broken saw and a rusty hammer head fitted onto a stick. Music from pieces of discarded gas pipe, lids of paint buckets, gourds, chopping bowls, cigar boxes, and other "instruments" you probably never considered capable of producing music. Oh, yes, the gusto; what was done to preserve it? Let Beatrice Meyer tell you in "A Home Made Rhythm Band," in *The Instructor* for October.

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In these days of Alphabetitis you can probably identify R.S.V.P., B.V.D., R.F.D., F.D.R., and P.W.A., but what do you know about N.S.P.A., N.A.J.D., and C.P.A.? These three organizations are designed specifically to assist in the development and improvement of school publications. "Important Dope for Every Reader," in *The Scholastic Editor* for September, will give you a short history of them and a brief account of their activities.

What color is a robin's breast? Red. Wrong! On what date do groundhogs put in their first appearance? February second. Wrong! The handling of what animal causes warts? The toad. Wrong! What bird is blind? The bat. Wrong! Does it ever rain earthworms? Why, certainly. Wrong! Maybe you had better check up on your beliefs. John H. Furbay's, "Some Common Beliefs That Are False," in *The Progressive Teacher* for October, will give you some very intriguing facts and should also make you a bit cautious about displaying your knowledge of natural phenomena.

"You mustn't think about that," always has been, is now, and always will be a most powerful excitant of interest—a challenge to do just the opposite. It is usually used by the well-intentioned individual whose psychology is limited or faulty. Just now we are in a grand hullabaloo as to how much real thinking about democracy should be allowed or encouraged. How much, and what kind, would you say? J. Stanley Gray gives his opinion in "What Sort of Education is Required for Democratic Citizenship," in *School and Society* for September 14.

Do you have an economic status? How much may the average woman teacher expect to accumulate in thirty-five or forty years of teaching? The man teacher? What percentage of his or her salary does the average teacher save? Devote to betterment? How much does he or she need to maintain a desirable standard of living? How does his or her economic status compare with that of the physician, dentist, lawyer, engineer, salaried government employees, and others? Has the

purchasing power of your dollar increased or decreased? How much? These and a large number of other similarly pertinent questions are answered in, "The Teacher's Economic Position," a hundred-page Research Bulletin of the *National Education Association*, Vol. XIII, No. 4, September, 1935.

EXTRA-CURRICULAR INSTRUCTION FOR TEACHERS

(Continued from Page 9)

ricular as well as their extra-curricular leadership is seriously impaired.

In every state of America there is some definite machinery for the promotion of extra-curricular activities as a part of the public school set-up. Yet in many of the teacher training institutions of the United States little or no specific training is exacted of the prospective teachers for meeting the requirements of such activities upon their securing employment as teachers definite training for the directing of extra-curricular activities closely related to their major and minor studies.

M. P. Willis is superintendent of schools at Malakoff, Texas.

SCHOOL ASSEMBLIES

(Continued from Page 13)

of the characters, especially the boy having the leading part, were rural students who were naturally shy or timid, and their type of acting was rather original.

The accuracy and completeness of the stage effects and equipment were satisfactory, leaving little to the imagination.

I believe that this assembly presented one means of unifying the school, of developing a better relationship between local and rural students; a means of promoting intelligent patriotism. Also it served as a means of widening and deepening pupils' interests;

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and served to motivate and supplement school work.

All such pupil presentations serve to develop self-expression and self-control. If the students presenting assemblies are selected from widely varying groups the activity serves as a means of stimulating public relations, as parents will frequently come to the school to witness assemblies when their children are taking part. Parents are more interested in those school activities of their own children than in the activities of the school as a whole.

M. Channing Wagner is assistant superintendent of schools, Wilmington, Delaware. His book, *ASSEMBLY PROGRAMS*, is a widely known and an immensely popular one. Arrangements have been made by which he will give *SCHOOL ACTIVITIES* readers assembly programs each month.

Perhaps in no phase of our school work are there more new plans being carried out successfully than in extra-curricular activities. Those plans need to be shared among school people. It is the work of *School Activities* to pass them around.

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School Clubs

Edgar G. Johnston, Department Editor

A point of view which is happily passing into oblivion as regards school materials and methods is that expressed by the inimitable Mr. Dooley when his friend Hennesey sought advice concerning the program of a nephew about to enter high school. "Well, Hennesey," said Mr. Dooley, "It doesn't matter what a boy studies—so long as he doesn't like it." The fact that a subject was foreign to the interest and experience of the adolescent boy or girl was once considered an argument in its favor. Fortunately, this opinion would find few followers among thoughtful school people of today. We no longer believe that an experience which is sufficiently distasteful must be highly educative. (May we say in passing that few of those who held to this doctrine practiced it in regard to the choice of their own pastimes.)

A sounder philosophy of learning is presented by Anatole France in his "Crime of Sylvestre Bonnard." In an argument with Maitre Mouche, the narrow-minded guardian of an orphan girl in whom Bonnard has taken an interest, the gentle old scholar presents his views on the education of the young. He has been protesting against the indignities and hardships imposed upon the young girl in the boarding school where she is little more than a servant.

"Alas!" replied Maitre Mouche, "she must be trained to take her part in the struggle of life. One does not come into this world simply to amuse one's self, and to do just what one pleases."

"One comes into this world," I responded, rather warmly, "to enjoy what is beautiful and what is good, and to do as one pleases, when the things one wants to do are noble, intelligent, and generous. An education which does not cultivate the will, is an education that depraves the mind. It is the teacher's duty to teach the pupil *how* to will."

"It is not by amusing one's self that one can learn."

"It is only by amusing one's self that one can learn," I replied. "The whole art of teaching is only the art of awakening the natural curiosity of young minds for the purpose of satisfying it afterwards; and curiosity itself can be vivid and wholesome only in propor-

tion as the mind is contented and happy. Those acquirements crammed by force into the minds of children simply clog and stifle intelligence. In order that knowledge be properly digested, it must have been swallowed with a good appetite."

To successful club sponsors Sylvestre Bonnard's statement of educational aims and methods will come as familiar doctrine, for the effective club is based on just such a philosophy. In the activities of a live and successful club pupils learn by amusing themselves, and the art of the sponsor is that "of awakening the natural curiosity of young minds."

What the Clubs Are Doing

A FATHERS' AND SONS' CRAFT CLUB, Springfield, Illinois—Mr. Frank Owens, industrial arts teacher in the Springfield high school, invited the boys who had had previous training in industrial arts and who showed some talent toward such work to bring their fathers to an evening meeting to see the work the boys had done. An interested group came and among them a father who had as his hobby that very kind of thing. He and his son had just built a row boat and a kaiak for the new lake, which the city had only recently made. This father suggested that the fathers and sons form a crafts club and meet once each week. The idea took readily and now that is one of the most active clubs in the schools.

During the year each member is expected to give a demonstration of the thing he is most interested in. Some of the demonstrations given were: a helmet for deep-sea diving; a chemistry stand (which shows the interlocking of hobbies); boat building; keen cement moulding; an aquarium of metal, glass, and cement; a potters wheel; radio building; and mask making. Two boys were interested in mask making and worked together. They became interested when they were taking a night course in nursing at one of the city's hospitals. Later they spent much time at an undertaking establishment. All this was background for their mask making.

These demonstrations are followed by a general discussion by the members of the group. This club has done more than any

club in school to promote home-school contacts.

Some of the mothers and sisters also became interested when they saw the work that the boys were bringing home. Several of them already belonged to a ceramics and crafts club of the city. Mr. Owens invited them to come to an afternoon meeting, and they have formed a rapidly growing crafts club. Their work is wholly in metal. Many bridge clubs have been losing members due to the growth of this club. (Report by F. Lyndon Hornbrook.)

A COURTESY CLUB, Oxford, Mississippi—The main purpose in organizing the Courtesy Club in the University high school was service to the school by showing to all visitors those courtesies expected of a good citizen, and living, as much as possible, an exemplary life in their relationships with the other members of the student body.

Each period of the school day, one member of the club was scheduled to be in the general office in order to meet and direct visitors. Whenever visiting teams arrived, there was always a committee from this club waiting to greet them; and in each game

this club co-operated with the physical director in the sale of tickets.

At all other school functions, the members of this club were present, ready and willing to serve in any way needed. They functioned so well that several organizations of the city requested their aid on various occasions.

The club had one scheduled meeting each week during the regular school program. At these meetings programs on courtesy were given and informal discussions as to the proper thing to do on various occasions were held, which proved most helpful as well as interesting. At these meetings plans were made whereby members could better serve their school. (Report by Eugene N. Bigham.)

DISPLAY CABINET CLUB, Junior High School Number Four, Trenton, New Jersey—The club director of Junior High School Number Four requested volunteers for a "window dressing club." The two display cabinets, built in the wall near the main front entrance, were in need of window-dressers. For months at a time these cabinets had housed the school trophies neatly arranged. The electric lights inside the cabinets were

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seldom used because no one gazed in the windows except for a day or two following a new acquisition.

Eight girls and a teacher volunteered. The new club applied for and received its charter. First, the club members visited every organization in the school to explain the new idea and request displays. So numerous were the acceptance, and so keen was the interest, that the club members arranged a schedule. Each organization which so desired, was permitted the use of one cabinet for one week. Articles were sent to the room of the club sponsor the day before the display was changed. The club members arranged the displays and took particular pride in making neat cards to identify the organization and members contributing each display.

Displays of the following organizations were presented: Band and Orchestra; Bugle and Drum Corps; Fretted Instruments; Checkers, Chess, and Indoor Games Club; Library Club; Courtesy Clubs; Harmonica Club; Glee Club; Tumbling and Apparatus Club; Track Team; Dancing Club; Sportsmanship Club; Life Saving Squad; Camera Club; Boys' Cooking Clubs; School Service Printers; Argus Staff; Dennison Club; Dramatic Clubs; Art Club; Furniture Repairmen Club; Knitting Clubs; Marionette Clubs; Stamp Collectors Clubs; Typewriting Club; Science Service Club; Embroidery Clubs; Stage Craft Club; Leather Craft, Hooked Rugs, Basketry Workers; Garden Club; Faculty Hobbies. (Report submitted by Isabel Hill).

Some Science Club Programs

The following programs are suggested as being useful for a science club:

1. Vacation experiences (scientific aspects)
2. Great scientists
3. Pets
4. Field trips
5. The "B" committees
 - a. Bud
 - b. Blossom
 - c. Brook
 - d. Bug
 - e. Bird
 - f. Bee
6. Collections (exhibits)
7. Energy
8. Debates
9. Volunteer program
10. Taking and developing pictures
11. Natural wonders
12. Fire and its scientific aspects (prevention)
13. Hydrogen and aeration

14. Science plays

The plays listed below will be found suitable for most occasions:

1. The Triumph of Science—*School Science and Mathematics*, pp 884-893, Nov., 1930.
2. The Magic Troupe—*School Activities*, pp. 28-31, May, 1935.
3. The Trail of Fire—National Board of Fire Underwriters, 76 Williams Street, New York, N. Y.
4. A Series of Tableau on Fire Prevention—*Science Classroom*, Nov., 1922.
5. I am a Chemist—*General Science Quarterly*, Jan., 1934.
6. The Captain's Compass—*General Science Quarterly*, March, 1925.
7. Fire Prevention for General Science Classes—*School Science and Mathematics*, Feb., 1925.
8. The Wizard's Dream—*Science Classroom*, Dec., 1926.
9. The Plant Wizard—University Apparatus Co., 2229 Nugee Ave., Berkley, Calif.
10. The New Assistant—*Journal of Chemical Education*, July, 1925.
11. The Cinderella of the Metals—*Journal of Chemical Education*, Vol. 2. pp. 57-61.
12. Application of Science—*Science Classroom*, April, 1925.

(Suggestions by Gladstone H. Yeuell, Head Department, Secondary Education, University of Alabama.

Edgar G. Johnston is Professor of Secondary Education, University of Michigan, Ann Arbor, Michigan. Arrangements have been made by which Dr. Johnston will direct this SCHOOL CLUBS department each month.

Secondary education stands at the crossroads. Commendable as its progress has been, revolutionary changes must take place.—L. R. Johnston.

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THE POET'S PARLEY

Edna Frances Russell

The familiar poets in American literature are brought to life in this forty-five minute program which might be handled by your English club or English class. Attractive posters in halls and home rooms may be forerunners of the skit.

The audience may participate in the program by voicing its recognition of the pictures shown and the poems read and it may join in the final group singing. However, if the student body of your school is too large to enjoy this participation without confusion, that part may be omitted. Good luck to you as these well known poets speak again in your assembly halls!

The Poet's Parley

The curtain rises disclosing a girl dressed in white, seated on a dais. Across her breast she wears a ribbon on which the words—Muse of Poetry—are printed. Eleven students are grouped around her. On each is pinned the picture of an American poet—Bryant, Longfellow, Whittier, Field, Holmes, Riley, Lowell, Poe, Markham, Whitman, Emerson.

(These pictures may be obtained at small cost from the Perry Picture Company if they are not available at the school.)

MUSE (*rises and addresses group*)

Great poets of America, I've heard of your dissension,

Each claims to be the foremost bard, is not that your contention?

POETS

We each aver our fame the best, of most enduring fashion,

Although we're dead, we still live on, appeal to human passion,

To happy hearts we bring more joy, to sad hearts consolation;

Which one, we ask, is dearest now to those of our great nation?

MUSE (*looking at each in turn*)

Each one maintains he best is known to those who've come behind him

Let each one state the honors great posterity's assigned him.

(*The first member of the group steps out. Bryant's picture is pinned on him.*)

FIRST POET (BRYANT)

A prelude to our verse was sung by me.
I first exalted our vast fields and trees;
My fame soon spanned the ocean.

SECOND POET (LONGFELLOW)

The fireside poet, I;
I sang to simple hearts of simple things.

THIRD POET (WHITTIER *steps forward*)

I am the Quaker poet,
The Laureate of the Out-of-doors.

FOURTH POET (FIELD)

Children lisp my lines before they talk,
Mothers sing my lullabies to babes.

FIFTH POET (HOLMES)

I make children laugh and grown folks weep;
The ludicrous I knew, so too, the beautiful.
I am the Poet of Occasion.

SIXTH POET (RILEY)

Poet of the Homely Heart am I,
The Hoosier poet.

SEVENTH POET (LOWELL)

For all who suffer did I sing
And herald nature's harmonies.

EIGHTH POET (POE)

My melodious measures move the hearts of men;

I sang to beauty.

NINTH POET (MARKHAM)

The toilers' song I made a battle-cry.

TENTH POET (WHITMAN)

The Poet of Democracy am I,
An elemental poet.

ELEVENTH POET (EMERSON)

The trees spoke to me, the flowers sang to me,
I caught and brought their message back to man.

MUSE

Each so well his claim does state, to judge alone I hesitate.

If your greatness you would measure by the fame you left behind,

Each a well-known verse may render, and by this means we shall find,

If these listeners will aid us, which is in most hearts enshrined.

When you've read the well-known poem, those (*pointing to audience*) who know the lines please stand,

When, at the appropriate moment I shall give

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this mute command. (raises her hand)
(The boy with Bryant's picture pinned on
him steps forward and reads "To a Water-
fowl!")

MUSE (raises her hand)

All you who know the poet and the poem
both by name

Arise and in accord the two proclaim.

(All the students in the audience who have
recognized the poet's picture and the poem
in unison rise and name them both. This is
repeated after each poet has read his poem.
A quick estimate may be made of the num-
ber who have risen if the teacher so de-
sires.)

LONGFELLOW (steps forward and reads
"The Children's Hour")

MUSE (raises her hand, children rise)

WHITTIER (reads "The Barefoot Boy")

FIELD (reads "Little Boy Blue")

HOLMES (reads "Old Ironsides")

RILEY (reads "Old Swimmin' Hole")

LOWELL (reads the section from "Sir
Launfal" beginning: O what is so rare as a
day in June.)

POE (reads "Annabell Lee")

MARKHAM (reads "The Man With the
Hoe")

WHITMAN (reads "O Captain My Cap-
tain")

EMERSON (reads "The Rhodora")

MUSE (turning to the eleven poets)

Behold, you are known and loved by many
who revere you,

And rightly value at their worth your poems
which endear you;

So each be happy in your sphere; each has
a separate station,

Yet all together you are joined to glorify
our nation.

(The pianist begins to play "America The
Beautiful," the audience and performers
sing together at a sign from the Muse.)

CURTAIN

MAKE THE MOST OF YOUR PRINT- ING PLANT

Anna Manley Galt

Have the school print shop get out a
school blotter. Give copies to the school
board members, to the principal and super-
intendent, and to other friends of the school.
These blotters may read like this:

ASHEVILLE HIGH SCHOOL

Your School and Mine

November, 1935

Offering—

General Course

Commercial Course

College Preparatory

Vocational Agriculture

J. S. Jackson, Supt.

Ralph Dickson, Prin.

Corner 4th & Pine

Telephone 333

It is advertising for your school and per-
fectly legitimate at that. Print the slogan
"Your School and Mine" in italics, by way
of a contrast, and print the information at
the sides in the same type, possibly Caslon,
in a smaller size, as you do the school name
at the top.

English classes can constantly keep in
mind poems suited to printing for distribu-
tion. It will make them alert, and will give
an indifferent boy an idea that poetry is
"good for something."

Poems are not the only bit of writing
that is "becoming" to a printed hand-illum-
inated card. Epigrams and terse sayings are
good for office mottoes; and longer sets of
rules, with fancy initials at the beginning of
each line or sentence, work out well.

Here is a sample of the epigram or motto:

When you are down in the mouth, think
of Jonah . . he came out all right!

Without a love of books, the richest man
is poor.

HELP WANTED

An Excellent Opportunity to Earn Extra Money in Your Spare Time

You have the opportunity, **without
any investment**, to add to your present
income by acting as our representative
in your community, for the handling
of new and renewal subscriptions for
ALL magazines.

You will be paid a liberal commis-
sion on all orders and we will furnish
without charge all working material and
instructions.

Write Today To

Maxwell L. Forsyth

THE FRANKLIN SQUARE AGENCY

(A Division of Harper & Brothers)

49 E. 33rd St.

New York City

A poem is a message from the heart of the artist to the heart of a man.

Don't make excuses . . . make good!

You can solve a quadratic equation . . . can you keep your bank book straight?

The following poems, all or in part, make excellent printing material, on good stock, and with careful handset type:

Service:—Carry On and Grin

Cooke:—How Did You Die?

Kipling:—L'Envoi

Foss:—The House By the Road

Henley:—Invictus

Kilmer:—Trees

Van Dyke:—My Work

Malloch:—I Wish We Taught Him Lincoln

Braley:—The Drudge

Holmes:—The Chambered Nautilus

And, for a set of rules, try this, which gives the boys before the type cases good practice in indentation and spacing.

Eight Rules for Study

1. Be very sure you understand the assignment.
2. Get materials quickly and begin studying at once.
3. Get all you can by yourself. Be an

independent worker.

4. Take pride in being able to work the toughest problems.

5. You are working for yourself, when you study.

6. Prepare all written work as if it would be exhibited.

7. Underlining for emphasis is good; taking brief notes is better.

8. If you know you have weak points, work day by day to improve them.

A MIND READING TRICK

Thomas J. Moore

A very old trick but one that surprisingly few people can see through is one in pretended mind reading. In this trick the performer asks people in the crowd to write short notes on uniform slips of paper that he passes out and that he will collect in his hat and read before opening them. He has one person in the crowd instructed as to what to write, also to mark both sides of his folded note with a cross or check so that in taking the notes out of the hat it may be left until

American Federation of Teachers

506 South Wabash Avenue
CHICAGO, ILL.

The American Federation of Teachers

desires to establish an intimate contact and an effective co-operation between the teachers and the other workers of the community.

The American Federation of Teachers

desires to co-operate with all civic organizations for improved civic life. Groups of seven or more public school teachers are invited to affiliate with this National Organization of Classroom Teachers for mutual assistance, improved professional standards, and the democratization of the schools.

Our Slogan Is

Democracy in Education - Education for Democracy

THE AMERICAN TEACHER

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last. When the notes are collected, (not too many for it will take too long) the mind reader takes one folded slip out of the hat, closes his eyes and after a moment of thought announces the statement that his instructed friend has written. He unfolds the slips and repeats the statement as though reading it and asks for its author, at which time his friend responds. Having read one note he is prepared to pretend it for the next one and so on, keeping the one of his instructed friend until last when he will use it to "read" the contents of the one opened just before it. This act will go smoothly if it is carefully rehearsed, but it must be made snappy.

AN ASSEMBLY FASHION SHOW BY PARIS DESIGNERS

Arthur Minton

"The cultural value of the study of French." Does that mean anything? Or is it so much educational mumble-bumble devised to take the curse off the pain of the memorizing of irregular verbs by fifteen-year-olds?

In many schools that expression is no mere catchword. The French department is a genuine leavener in the school body, constantly carrying to the minds of the students some of the beauty, the brilliance, and the tonic acidity of the ancient culture of France. This is done chiefly in two ways: by displays of pictures and regalia; and by assembly programs. The present article deals with assembly programs devised for the purpose of depositing in the minds of the whole student body at least a pinch of the Gallic salt.

The fashion show is always a popular feature of assembly programs. Why not prepare such a show in a series of short scenes representing the establishments of some of the eminent Parisian coutouriers? A realistic continuity may be provided in the conversation of two American girls freshly arrived in Paris, who are on a tour of the salons.

The magazines *Vogue* and *Harper's Bazaar* contain the requisite information about current designs, and the co-operation of the home-making department may be hoped for. An unsigned article, *The Big Ten*, in *Harper's Bazaar* for October, 1934 (Number 2664) contains a series of thumbnail sketches of the principal coutouriers and their work. The article is illustrated with portraits of the sub-

jects.

Another approach is to show not only the work of designers for the current year, but their influence over a longer period. In the course of his conversation with the visitors, the designer calls on models to show the clothes of ten years ago, of five years ago, and of today.

One setting is used for all scenes. A neutral or dark-colored draped drop is suitable. Interest may be added by the visitors' seeing celebrated patrons—Lynne Fontanne at Molyneaux', Yvonne Printemps at Lanvin's, the Marquise de Paris at Augustabernard's.

Still another procedure is to show the influence of some features of historical dress on modern styles. Recent modes for women

STATEMENT OF OWNERSHIP, MANAGEMENT, CIRCULATION, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912,

of School Activities Magazine, published monthly except June, July, and August, at Topeka, Kansas, for November 1, 1935.

County of Shawnee, State of Kansas) ss.

Before me, a Notary Public in and for the State and county aforesaid, personally appeared R. G. Gross, who, having been duly sworn according to law, deposes and says that he is the Business Manager of the School Activities Magazine, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management, etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 411, Postal Laws and Regulations, to-wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:

Publisher: School Activities Pub. Co., Topeka, Kansas.

Editor: Harry C. McKown, Gilson, Illinois.

Managing Editor: C. R. Van Nice, Morrill, Kansas.

Business Manager: R. G. Gross, Topeka, Kansas.

2. That the owner is: School Service Co., Inc., Topeka, Kansas.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: C. R. Van Nice, Morrill, Kans.; R. G. Gross, Topeka, Kans.; T. H. Reed, Topeka, Kans.; Olin L. Buck, Topeka, Kans.; Nelson Ives, Topeka, Kans.; Earl Ives, Topeka, Kans.; L. Odessa Davidson, Salina, Kans.; G. W. Akin, Morrill, Kans.; Elizabeth M. Gross, Topeka, Kans.; Harry C. McKown, Gilson, Illinois.

4. That the two paragraphs next above, giving the names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company but also, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in said stock, bonds, or other securities than as so stated by him.

R. G. GROSS,

(Signature of Business Manager)

Sworn to and subscribed before me this 25th day September, 1935.

MARY V. SULLIVAN,
(Seal) (My commission expires December 12, 1935)

have been influenced by the fashions of the Directory, of the Empire, and of the paintings of Watteau. The modern high heel has been traced to Louis XIV. In this program a tableau portraying a scene in the historic era is first presented. Models then show recent developments of features of apparel that have been observed in the older dress. (Pictures and slides may be used for the historic sequences.) A commentator points out similarities and differences in the old designs and the present ones.

A final touch in this program is a talk on the preposterous hat of Blanche de Bourbon, Queen of Castile in 1352—as an example of a fashion that has **not** been perpetuated. A student wears a reproduction of this enormous hat, which contained pearls, gems, and enamel and ivory decorations. A picture is found in Racinet's *Le Costume Historique*.

The educational values of these programs on clothes design are as follows:

1. The presentation of a form of creative activity in which France peculiarly excels.
2. The cultivation of taste in dress.

3. The provision of a certain amount of interesting general information.

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November, 1935

Games for the Group

Mary D. Hudgins, Department Editor

A THANKSGIVING PARTY

Mary May

Invitations are handwritten by someone with a knack for "curliques." If it is possible to obtain birch bark paper (either the genuine article or a paper imitation), use it. Failing in this, plain white will serve. Or, would you like to make cunning little Pilgrim father hats (folder form) in which to write your invitations?

Ye are bidden
at theth hour of next
..... evening
to arrive at the home of
Master (Mistress)
for an evening of pleasure.

Do not insist that all guests come in costume, but with fancy dress your party will be given an excellent send off. For those who do not bother to dress in costume provide a few trinkets to aid in the illusion of other days. Triangular folds of crepe paper will make charming "Berthas" for the unprepared Priscillas, while a few cardboard buckles covered with tin foil, if attached to John Alden's shoes, will help him fall easily into character. Scout around and find two or three youngsters who have fancy dress of the Pilgrim variety. Impress them into service. Ask them to stay near the door to welcome guests. Permit them to pass paraphernalia needed in playing games. Let them help you in serving.

Do not let the Thanksgiving party become too boisterous. After all, the Pilgrims as well as the Puritans were not an especially noisy crew. Once guests have fallen into character, it might even be difficult to get them enthusiastic about romping games. Confine them to quieter ones.

Here is a game which you might use.

When the Pilgrim Fathers served their first Thanksgiving dinner:

What did they use for table decorations—

Departures (leaves)

Silences (mums—chrysanthemums)

Gleaming scepter (goldenrod)

Interments (berries)

What meats did the forest afford—

Darling (deer)

Nature's head covering (hare)

Tremblings (quail)

Dodges (ducks)

The unclothed (bear)

A country of the near East (Turkey)

Ask guests to sit in a circle. Choose a leader who is to discover just what each guest has to be thankful for. Answers must progress through the alphabet, and answers must be begun before the question is completed. No guest knows when he is to be called on. Suddenly the inquisitor whirls and points to somebody, inquiring quickly, "What have you to be thankful for?" The person questioned will be forced to answer apple pie, ancient history, anniversaries or antiques. Next time the question is popped, such reply must come as bananas, bouquets, back-seat drivers, or what have you. If anyone should fail (and he will) to answer with a word beginning with the proper letter or should hesitate long enough that the question has been completed before his reply has begun, then he becomes the questioner.

This is a grand occasion for pantomimes and charades. Divide guests into groups and permit them to carry out their own ideas. Other teams must guess what is being represented. The themes of all stunts must be confined to the time of early America.

If a few relay races or group (two groups) competitions are required, just name the two teams Pilgrim Fathers and Unfriendly Indians.

Shades of yellow and brown should predominate in decorations, both of home and food. Autumn leaves, berry-bright vines, the soft light of yellow tapers—all of them blend beautifully for the Thanksgiving party.

A congealed salad (fowl) is presumed to be turkey. Individual pumpkin tarts are tasty, especially when topped with a bit of whipped cream. For both flavor and color add a spoonful of cranberry sauce to the plate. Mints and coffee complete an elaborate menu. A much simpler one may be used with no disappointment to either guest or hostess. A brightly colored autumn leaf or a spray of berries looks ever so gay when placed on the plates just before guests are served.

A THANKSGIVING PRE-CHRISTMAS TEA

Prudence Worthington

"Yes," you complain, "but everybody is so busy before Christmas. Every friend I approach says she simply can't find a moment to go to a party." No! Just try this one on her and see.

Your motive in giving this party (yes, it really has a "purpose") will be to gather gifts of food and clothing which are to be presented in the name of your club to certain underprivileged persons; or your purpose might be to collect rummage for a sale, so that you can finance some Christmas venture; or perhaps you want to get a group together to work on dainty salable articles for a Christmas bazaar.

Haven't you found that it's oh so easy to get the promise, "Yes, I'll give some things for the rummage sale; I'll bring some dresses and things by your house some time"? How often that "sometime" never happens. But if guests are asked to come to tea, bringing clothing or canned goods instead of silver, the novelty of the idea will likely make them come. And they won't forget that "entrance fee" you mentioned.

"Play up" the Thanksgiving idea—that those more fortunate should be willing to show their gratitude for blessings by sharing with others not so favored. Christmas time, of course, is to be the season of distribution of such gifts. You will not have any trouble adjusting your "sales talk" to guests if the motive is a rummage sale or a bazaar.

"Play up" the double idea in decorations too. The Thanksgiving motif may be accentuated by autumn leaves (favoring the red shades), green brier or bitter sweet (according to which grows near you). Even stretch-erberry may be used. Festoons of cedar and spruce will care for the Christmas theme. Leave out holly and mistletoe. Best use them for a strictly Christmas gathering.

Since it is a tea, leave guests very much to their own devices. A fairly continuous program through the afternoon, will help entertain the guests who do not mix readily. Your entertainment may consist of glee clubs, orchestras, solo numbers, a dance or two, and a couple of readings. But take care with readings. Dramatic readers prefer the courtesy of quiet and attention from their audiences. Tea guests, who arrive and leave as

they choose and like to chat a bit while they stay, do not always prove the most considerate listeners.

If your tea happens to be for workers on bazaar gifts, the program may be less elaborate. Three or four numbers sprinkled along through the afternoon would serve best.

You can easily extend invitations by word of mouth and by newspaper notices. Since your purpose is the collection of food, clothing, or needle work, the greater number of guests who drop in during the afternoon, the more successful your party will be. So do not confine the affair to one group. Issue a general invitation. By all means do not be too "clubbish." Be cordial to other groups, and mean it.

Oh yes, have someone near the door who will quietly and unobtrusively take the bundles which guests bring. These may be

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4. Approximately fifty rebuttal arguments, pro and con.
5. Two pages of advice as to the best strategy to use in the attack.
6. A practical and usable bibliography on each side of the question.

These bulletins are printed and not mimeographed. Each is complete.

Price: \$2.00 per copy; 5 copies for \$3.00.

We send them on approval and let you be the judge. In business since 1926.

Write Us Your Needs

Debate Coaches Bureau

Box 242, T. C. Station
Denton, Texas

November, 1935

quickly spirited away to a closet somewhere in the background.

Do not rush the Christmas season in refreshments—no fruit cake, please. How about having pound cake, wee dainty squares of it? Then serve assorted open faced sandwiches, toasted nuts, coffee, and there you are.

A NEWSPAPER PARTY

Martha Dengler

Is your school equipped with a printing press? Or has somebody's small brother a hand machine? If at all practical try printing invitations on paper which screams "newspaper." A four sheet "rag" will be large enough.

On the outer sheet print the name of your paper, thus—

THE JOURNAL
(name of organization giving party)

On page three under the title THE SOCIAL WHIRL print the invitation, in the form of a newspaper announcement.

"The will meet at
..... at o'clock at the home of
..... Business of the evening will be the editing of the special edition of the SNOOPER'S SHEET. All members are urged to be present. Members are urged to dress to represent their favorite journals. A prize will be awarded for the cleverest. Costumes must be made from old newspapers."

You'll be surprised at the clever and unique effects which can be achieved from newspapers. After guests are assembled, have a grand march past the "press box," where judges sit to decide on the cleverest costume. This proves an excellent way of centering the attention of members of the party without definitely demanding "attention please."

Did you ever try getting out a SNOOP SHEET? It's loads of fun. Better let two or three leaders in on the scheme before the party actually begins. For days you should have them on the lookout for jokes on members of the party. Nothing offensive, remind them. Censor anything that might provoke unfriendliness.

Large sheets of pulp paper, old magazines and what have you, (plus a couple of typewriters) will form your equipment. Early in the evening appoint an editor in chief, departmental editors, reporters and

press operators. Then play games for about an hour. Just let things ride.

As press time approaches demand a story from each member of the staff. There is a national, a state and a local news department. Provide for a drama and book column. You will want a society column. Of course all news—"national" and otherwise is really made up of jokes on members of the party. You had better provide for an eight page paper.

Instruct your staff to set columns on the typewriter. You will show them how to snip

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GOIN' MODERN, up-to-date comedy, 5m. 6w.35cts
IT'S THE FASHION, a farce comedy, 5m. 6w.50cts

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out columns with their shears and then paste them (in rows) to the eight page newspaper. Assembly your news stories in departments, just as large town papers are assembled.

Why not have a rotogravure section? That's where your magazines will come in. You'd be surprised how cleverly advertisements, in the back of magazines, will illustrate some joke on some member of the party. Provide a double page spread for such illustrations. The staff photographer and staff artist will handle the job for you. They will need only scissors and a sense of humor.

The Newspaper Party will serve you as well during a summer camp in the country as for an evening in town. At camp, time may hang heavy on your hands. But not if there is a SNOOP SHEET to edit. Sooner or later you know a camp joke on everybody there. Played up in a friendly way in your SNOOP SHEET your joke becomes doubly clever. Why not provide for a newspaper every other night? Supper time would be an excellent time for you to read it before the assembled camp. Just watch how it will add to the fun.

And now, about those games you are to use in the hour of play.

WHAT THE WELL INFORMED NEWSPAPER MAN SHOULD KNOW

A support of a building column
Part of the face feature
A jam press
A means of directing lead
A dessert pi
What the prosecution needs proof
Of a certain kind type
A white lie story
A hand shovel scoop
A messenger page

WHAT HAPPENED?

Why not try a combination of one of those "super-psychological" "you-never-know what you-see" and "a newspaperman-must-observe" situation? Try the old gag of an all of a sudden murder. Arrange for the lights to go off and a blood curdling scream to follow instantly. When lights go on, somebody lies prone on the floor. The "reporters" must first know what happened, what objects in the room have been moved, who committed the crime and why. This stunt can be very, very clever. But handle it with kid gloves. If you haven't time to work it out skillfully beforehand, leave it alone. It's nothing to be trumped up at the last minute.

A RELAY FOR NEWSIES

Select rival teams of newsies. Give the

leaders pouches filled with sheets of pulp paper cut and folded to represent newspapers. Leaders run from object to object, pointed out beforehand, lay a paper down and return to the head of their columns. Pouches are handed to players number two. They collect papers and return. Players number three redistribute them again. Distributing and collecting papers alternates until everybody has had a chance to run. The side which finishes first is of course the winner.

WORKING AGAINST THE DEAD LINE

A variation of the relay race idea might please your guests. Appoint two editors. Let them choose their staffs. That done, they sit at small tables at one end of the room. Staffs are at the other. Office boys stand by tables at the other end of the room. On the tables are scissors, paste pots, clips, rubber bands. Instruct the office boys to pick up scissors and other equipment and pass them, one at a time, along the line of press men and reporters. As soon as the reporter at the front of the line has received the scissors he rushes with them to his editor's desk. Not until he has returned can reporter number two start with the paste pot, which by this time must have reached him. The win-

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Scientists in Canada are busily experimenting on a new cancer cure. Will results of the next year prove it to be effective?

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NAME

ADDRESS

CITY STATE S. A.

ning staff is the one who most quickly transfers all material to the editor's desk.

What about your refreshments? That's up to you. If your funds are low, inform the staff that they are too busy to go out to lunch—sandwiches and milk (chocolate) will be brought in to them. Or, if you happen to be flush, you may stage a press banquet at the close of the evening. In either case let somebody read the paper to the assembled staff. Then pass the sheet around so that everybody will have a chance to see the roto-gravure sheet.

LET'S PLAY SANTA CLAUS

Mary Ann Moore

Playing Santa Clause is often times more fun than receiving a visit from him. Here's a novel way to do it, one which will be sure to please any number of people. Your club plans a Christmas party, doesn't it? Very well—Let it be known that the club itself is expecting Christmas gifts from its members this year.

Sounds odd? Listen! Has your club a scrap book? No? It should have. Why couldn't two or three members form a committee and present your organization with one at Christmas time? Meanwhile, before enough material has been collected to fill it, somebody might give the club a clipping folder. (You can make it yourself, or buy one at a gift shop. It's a sort of multi-enveloped container for clippings, a convenient thing to have.)

Has your club stationery of its own? Have some printed with the name of the organization, names of officers, and address of the club or its secretary. Two or three members might club together on this.

What about stamps? Yes, stamps! It's not fair to leave the item to the secretary. Often times the treasury doesn't have sufficient means to include a stamp budget.

How about a few books or magazine subscriptions? Choose those which will aid in the planning of meetings and add to the pleasure of the members. Remember an account book for the treasurer—one that will serve for many years to come. It offers good opportunity for practice in bookkeeping, and will serve as a year-by-year record of club financial activities.

If the party includes a Christmas tree, put the gifts on the tree. If not, represent

Mister Club (or is it Miss Club) in some definite way. If the spirit of the party is to be light and frivolous, rig up a dummy before which the gifts are laid. If it is more serious, set table, officer's chairs, gavel, and secretary's books conspicuously, as though for a formal business meeting. The president formally receives the gifts on behalf of the club.

If you adapt the idea to the particular needs of your group, you'll probably like it well enough to want to continue it as a yearly feature. It's a much nicer way to obtain the equipment your club needs than by a special assessment of members. Try it!

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Cooperation, Hall and Watkins (1934) \$3.00. New textbook published by the Cooperative Union. A superior book for personal use and as a text on Consumer's Cooperative Movement.

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School Activities Book Shelf

HOBBIES FOR EVERYBODY, edited by Ruth Lampland. Published by Harper & Brothers, 1934.

In this lively and stimulating anthology, fifty notable amateur authorities describe their personal enjoyment of as many different hobbies and tell how they have proceeded in developing them. Ranging from actresses to college presidents, the list is as varied as it is distinguished. The scope of this book covers avocations for everyone. Fishing, soap sculpture, astronomy, bridge, antiques, dog raising, and yachting are a few of the interests described. With the increased leisure that has now come to almost everyone, this book is one of great interest and value. It is a book of more than four hundred pages.

OUR MOVIE MADE CHILDREN, by Henry James Forman. Published by The Macmillan Company, 1934.

Here is a book showing the movies for what they really are—a monster Pied Piper, with marvelous trappings, playing tunes irresistibly alluring to the youth of the present day. They have become, in fact, a sort of super-imposed system of education for the young, a system with which established social institutions, such as the School and the Church, cannot compete in attraction or appeal. This book shows the effects—both good and bad—of random movie-going upon the health, conduct, and morals of the spectators, especially the young. In entertaining style it presents, without technicalities, for the general reader the results of a nation-wide four-year research—the first comprehensive survey thus far attempted—by a group of scientists, psychologists, sociologists, and educators especially elected for the task.

SOCIAL GAMES FOR RECREATION, by Bernard S. Mason and E. D. Mitchell. Published by A. S. Barnes and Company, 1935.

The age-old question, "What shall we play," is fully answered in the comprehensive collection of social games and activities. Containing over 1,200 individual games for use at home, school, club, or playground. It is a most complete source book for materials on social recreation. The games and activities

are classified and arranged as follows: social mixers, social dancing aids, party games, mystery games, dramatic party games, social relays, and group contests, duel contests and combats, council ring activities, rotative party games, clubroom and play room games, automobile games and contests, picnic activities, stalking and scouting games, joke stunts, and forfeits.

CHARACTER DANCES FOR SCHOOL PROGRAMS, by Hilda C. Kozman, Instructor of Physical Education, Public Schools, Oakland, California. Published by A. S. Barnes and Company, 1935.

Frequently teachers are called upon to furnish entertaining dance programs for assemblies, parent-teacher meetings and special occasions. The twenty-four character dances arranged in this book have been particularly prepared to fill this need. Each dance is clearly described and many of them are illustrated to suggest appropriate costume. A careful analysis of the steps used is included so that the teacher will have no difficulty in following instructions.

THE ART OF LEADERSHIP, by Ordway Tead. Published by McGraw-Hill Book Company, 1935.

This book is designed to be of service in two directions—to organizations trying to train executives to be leaders and to individuals who are interested in improving their capacity either to lead on the job or to become leaders. Executive work is typically thought of as bossing or directing. This book shows that leading can be more productive than can bossing. It analyzes the nature of leadership and goes into detail to show what qualities leaders have to give evidence of and how they can give those qualities practical effect in hour-by-hour dealings with other people.

THE POET'S CRAFT, by Helen Fern Daringer and Anne Thaxter Eaton. Published by the World Book Company, 1935.

This book is uniquely planned to develop in boys and girls a real appreciation and enthusiasm for poetry. It provides a collection of poems especially appealing to young peo-

ple and presents them from the standpoint of craftsmanship. In its organization *The Poet's Craft* affords a new and fresh approach to the reading and study of poetry. The poems are grouped on the basis of various aspects of verse craft, such as rhythm and emotion, pattern and stanza, word music, pictures in poetry. A wide range of the types of poetry is provided. Poems of the stirring narrative, idealistic poems, romantic poems of far away and long ago, verse of everyday affairs, humor and nonsense—all are offered. With the work of modern writers are included the old favorites which have always delighted children.

DAYLIGHT, TWILIGHT, DARKNESS, AND TIME, by Lucia Carolyn Harrison. Published by Silver, Burdette, and Company, 1935.

This book has evolved out of the need for a non-technical presentation of the significance of geometric location of places on the earth. Its theme is the relationship between human affairs and position in latitude and longitude. It brings out impressively the nature and importance of the phenomena named in its title. It is interesting reading, and leaves the reader better informed and more observing of the earth's plan of operation as it affects him.

HOW TO WATCH FOOTBALL, by Lou Little, head football coach of Columbia University. Published by Whittlesey House, 1935.

In this interesting book, the reader watches a typical college football game with Lou Little, who explains as the game progresses the significance of the various plays, rulings, strategems, etc. Mr. Little gives much shrewd analysis of defensive and offensive tactics, discusses the factors that make for good football, and includes a brief outline of his own methods of building a team. The reader will secure increased enjoyment from any football game he subsequently watches, for Mr. Little gives him the inside slant on football and explains many fine points which the average spectator normally misses. The book is illustrated with many photographs showing actual plays, and with unique explanatory diagrams, using small figures of the players instead of the usual signs.

The dates for American Education Week this year will be November 11-17.

Comedy Cues

Trust Her

Mistress—Marie, when you wait table to-night for my guests, please don't spill anything.

Maid—Don't you worry, ma'am; I'm very tight-mouthed.

No News

Triumphant Suitor—Well, Willie, your sister is going to marry me! How is that for news?

Willie—Huh! Are you just NOW finding that out?—The Furrow

Exasperation

Old Lady—Where did those large rocks come from?

Tired Guide—The glaciers brought them down.

O. L.—But where are the glaciers?

T. G.—Gone back for more rocks.

Least Wrong

Little Albert came home from school with a new book under his arm. "It's a prize Mother," he said.

"A prize? What for, dear?"

"For natural history. Teacher asked me how many legs an ostrich had and I said three."

"But an ostrich has two legs."

"I know that now, Mother, but the rest of the class said four, so I got the prize."

Reasonable Enough

Old Man—Son, can you direct me to the bank?

Kid—Yes, sir, for a quarter.

Old Man—Isn't that mighty high pay?

Kid—Not for a bank director, mister.

Socialist

Socialist Father—What do you mean by playing truant? What makes you stay away from school?

Son—Class hatred, father.

Cashew—Does your boy find his school problems hard?

Pecan—Oh, no. The problems are easy enough, but his answers are too original to suit the teacher.

November, 1935